# DOCUMENT RESUME

ED 351 422 UD 028 932

AUTHOR Casserly, Michael
TITLE National Urban Education Goals: Baseline Indicators, 1990-91.
INSTITUTION Council of the Great City Schools, Washington, D.C.
SPONS AGENCY Rockefeller Foundation, New York, N.Y.
PUB DATE Sep 92
NOTE 246p.; Small type in some graphs and against shaded backgrounds will not reproduce well.
AVAILABLE FROM Council of the Great City Schools, 1413 K St., N.W., Suite 400, Washington, DC 20005.
PUB TYPE Statistical Data (110) -- Reports - Descriptive (141)

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS *Academic Standards; Demography; Educational Change; Educational Environment; Educational Finance; *Educational Objectives; Educational Quality; Elementary Secondary Education; Institutional Characteristics; *National Norms; *Public Schools; School Statistics; Student Characteristics; Teacher Effectiveness; Teacher Qualifications; *Urban Schools
IDENTIFIERS Baseline Data; *Educational Indicators; *National Urban Education Goals; Progress Reporting

ABSTRACT

This report sets the 1990-91 baseline from which the nation's urban public schools will measure their progress on the six National Urban Education Goals. The report contains four major chapters measuring the status of urban schools using various indicators. The first chapter presents data on the demographics of city schools and compares those urban characteristics to the nation at large. The second chapter is divided into six parts, each devoted to one of the National Urban Education Goals and each presenting data aggregated across all urban school districts for the 1990-91 school year. The third chapter presents data on various characteristics of urban public schools that might be of general interest. The fourth chapter presents data on the revenues and expenditures of urban schools, with comparisons to national averages. These chapters are followed by a chapter that describes data strengths and limitation, summary of future plans, keyed to the content of the previous chapters. Finally, the report contains city-by-city profiles with data on demographics, the six goals, system characteristics, and funding. At the end are two fold-outs: the first shows aggregate data across all the Great City Schools and the second shows data on national averages. Included are 6 tables, 98 figures, and footnotes describing the tables and figures. (JB)

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# National Urban Education Goals: Baseline Indicators, 1990-91

The Council of the Great City Schools
September, 1992

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**1990**
**1991**

# National Urban Education Goals: Baseline Indicators, 1990-91

The Council of the Great City Schools
September, 1992

Forrest Rieke, President
Joseph Fernandez, President-Elect
Loretta Heard, Secretary/Treasurer
Constance Clayton, Past President

Michael Casserly, Interim Executive Director

*Printing of this report made possible by a generous grant from the Rockefeller Foundation*

●

**1990**
**1991**

This report is dedicated to the memory of Walter Hathaway and John Griffith.

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**Linotronic Imaging by:** VIP Systems, Inc.

**Printed by:** Balmar Printing and Graphics

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# Foreword

On behalf of the Council of the Great City Schools, we are pleased to present this report setting the 1990-91 baseline from which the nation's urban public schools will measure their progress in meeting the National Urban Education Goals. Based upon the National Education Goals established by the President and the Governors in Fall 1989 and Spring 1990, the National Urban Education Goals address the unique and pressing needs of urban schools and provide an enabling set of targets on the way toward the national goals. Like the National Education Goals Panel, the Council believes that adopting goals is an empty gesture without assessing our progress toward them and holding ourselves and others--including the President, Governors, Congress, and business--accountable for the results.

In November 1989, the Council's Board of Directors resolved to develop both a set of national urban goals and federal legislation to assist urban schools in meeting those goals. In January 1990, the Council's Executive Committee initiated the National Urban Education Summit and in July 1990, agreed to assess urban school progress toward the goals. This report marks the end of the first phase of our initiative. The second will be devoted to creating and implementing a national action plan to achieve our goals and informing the national debate on education policy and reform at all levels.

This report represents a sea-change for urban educators. We realize, more than ever, that to get the help we need, we have to be more open about what we want the nation to help us fix. It marks the first time the urban school community has gathered and published data that show both its flaws and its progress collectively and city-by-city. By presenting these data--both the positive and the negative--urban schools invite the assistance of the nation in helping us address the pressing challenges facing urban education. These challenges have become so immense and so entangled with the problems of our nation and its cities, that we cannot hope to meet them ourselves. Nor can the nation realistically expect to meet its own broader education goals without us. Since this report is our first effort to collect data on such a variety of indicators, it has some shortcomings in quantity and quality that we have to solve in future reports.

We are taking the risk, of course, that the results of this and future efforts will lead to more criticism and isolation, instead of the support we need. Some Americans do not want to see urban education succeed, and some have no intentions of assisting us. But we believe the risk is worth taking, for improving education in our inner-cities is the best investment the nation could ever make in its own future.

**Constance Clayton**
Past-President
Council of the Great City Schools

**Forrest Rieke**
President
Council of the Great City Schools

**Tom Payzant**
Chair
Standing Committee on Research
Council of the Great City Schools

**Joseph Fernandez**
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**Sandra Harp**
Co-Chair
Standing Committee on Research
Council of the Great City Schools

**Michael Casserly**
Interim Executive Director
Council of the Great City Schools

# Acknowledgments

As with many things involving urban education, this report was a labor of love. It could not have been done without a lot of wonderful people who devoted their time and energy willingly and enthusiastically. We would like to acknowledge their contributions here.

First, we would like to acknowledge the children in our Great City Schools--the names, faces and lives behind the numbers which are presented in this report. Without their efforts, none of what we do as urban educators would have much meaning. They are our hope and pride, and we wish nothing but the best for them.

Second, we would like to extend our appreciation to our urban Board of Education members and Superintendents who have had the courage and wisdom to believe in this effort, and have backed it with their political support and commitment. Special thanks to Constance Clayton during whose Presidency of the Council this project was launched; to Forrest Rieke, Joseph Fernandez and Richard Wallace for believing so unswervingly that this effort was the right course; and to Tom Payzant and Sandra Harp under whose guidance this project was able to flourish.

Third, the Council pays special tribute to the Directors of Research and Evaluation in the Great City Schools who led the way in developing the indicators, testing their feasibility, fine-tuning the survey, supplying the data, and reviewing numerous drafts of this report. Deserving special mention are Walt Hathaway, in whose city the indicators were first developed; James Lytle, LeMarian Hayes-Wallace, John Griffith, Carol Perlman, and Ofelia Halasa, who believed in the project and spent countless hours thinking through how it should look; and the relentless and visionary team of Sharon Johnson-Lewis, Paul LeMahieu, and Floraline Stevens, who crafted the effort from start to finish and whose moral support was invaluable when doubts emerged. These individuals were the blood that kept the project alive and well. Our thanks to them specifically and to those who devoted such energy to providing the data and offering advice, ideas, editorials and arguments. We note with regret that our friends and colleagues, Walt Hathaway and John Griffith, passed away during the course of this project. It is to their memory this report is dedicated.

We would also like to thank those individuals who provided outside and objective reviews of the work, including the original indicators and preliminary drafts. They include Susan Fuhrman from the Center for Policy Research in Education, Ramsay Selden from the Council of Chief State School Officers, and Lee Burstein from the University of California at Los Angeles. Any shortcomings in the report are not due to them. We would also like to thank the staff of the National Education Goals Panel for providing us guidance and encouragement throughout the year, and for allowing us access to their data sources. And we would like to thank Joe Harris of the McKenzie Group for his technical assistance on computer operations.

And our appreciation is extended to those who provided editorial assistance. They include Claire McIntyre of the Council, Mary Beth Newkumet of the Washington Public Relations Company, and Nancy Kober. We are also grateful to the Widmeyer Group for assisting us in the release of this document. And my personal thanks to Tom Franklin for his advice and support.

No one deserves appreciation more than Mark Root of the Council. He has nearly taken up residence at the Headquarters in pursuit of a report of the highest quality and perfection. His belief in the project and in himself was often the anchor that secured an otherwise buffeted vessel. Mark did all the extraordinary computer work, layout, and graphics for the report, and oversaw its final production and printing. His computer and desktop publishing expertise saved the Council substantial costs in producing the report while making its appearance first-rate. We could never have done this report without him. My personal thanks to him.

And finally, the Council of the Great City Schools enthusiastically thanks the Rockefeller Foundation for supporting the printing of this document, and for advising on how best to tell the story about the status of urban schools. Their generosity made it possible for the Council to produce a first-class document without taking funds from hard-pressed urban school programs. Marla Ucelli, we thank you.

**Michael Casserly**
Interim Executive Director
Council of the Great City Schools

# Introduction

Since *A Nation At Risk* was published almost a decade ago, the United States has focused enormous attention and energy on improving the education of its children. Some of these efforts were substantial and important, others were misguided and deservedly short-lived.

Nowhere, does the national resolve to strengthen our children's education face a tougher test than in our inner-cities. In the nation's largest urban areas, every problem is more pronounced, every solution harder to implement. From teacher shortages to drug abuse, from dilapidated buildings to dropouts, urban schools, their leaders and teachers face challenges each day that would overwhelm any organization, public or private. The obstacles to learning--poverty, limited-English proficiency, family instability, discrimination, disability, malnutrition, and poor health--demand comprehensive and intensive solutions, developed in a context of enormous political, demographic, economic and social diversity and scarce resources.

School board members, superintendents, administrators, principals, teachers and parents who work with inner-city children every day are making a sustained effort to improve urban education. In recent years, urban schools have designed and implemented a wide array of programs to systemically enhance quality; to upgrade the climate, quality and decision-making authority of individual schools; and to target special groups and specific needs of children. Much progress has been made and much has been learned. This report shows that although the cities have made impressive gains since *A Nation At Risk*, they cannot be deemed sufficient. Much more is needed from urban educators and the nation at large; our children are too precious to allow us to rest on our past successes.

Recognizing this, the Council of the Great City Schools held a National Urban Education Summit in January 1991 attended by its urban members and 70 other national education organizations. This summit produced a series of urban goals for the year 2000. The urban plan was built upon the National Education Goals set by the President and Governors, but was tailored more specifically to urban schools, giving them a more immediate target to shoot for on their way to the national goals.

## Background of Project and Process of Collecting Data

The process of setting these "enabling goals" for city schools began when the Council's Board of Directors, comprised of the Superintendent and one Board of Education member from each city, agreed at its 1989 Fall Conference in Miami to develop a series of urban benchmarks similar to the national ones announced one month earlier, and to devise federal legislation ("Urban Schools of America (USA) Act") to aid urban schools in meeting those goals.

Early in 1990, draft urban goals were developed and ratified by the organization's Board of Directors. A summit of education leaders and others was launched and a National Urban Education Task Force was named. Two work sessions between urban schools and national leaders were held in July and August of 1990, producing revisions to the draft goals and a set of broad strategies for accomplishing them. The revised urban goals and strategies were then returned to the Council's Board of Directors at its 1990 Fall Conference in Boston for fine-tuning and ratification. The January 1991 Summit then formalized the results.

This indicators report began in June 1990, when the Research Standing Committee of the Council of the Great City Schools, chaired by San Diego Superintendent Tom Payzant and co-chaired by Minneapolis Board of Education member Sandra Harp, took the Urban Goals resolution passed by the organization's Board of Directors at the Fall Conference in Miami and charged the Directors of Research and Evaluation of the member cities with developing preliminary indicators of progress on the National Urban Education Goals. A task force of research directors met in Portland in August 1990 and developed the first preliminary multiple indicators for each of the Council's urban goals.

In Fall 1990, all Council research offices were surveyed to determine which data were available and in what configurations. Responses were received from 40 of the Council's members; the responses were summarized and presented at the meeting of the Directors of Research and Evaluation at the Council's 1990 Fall Conference in Boston. Technical advice was then solicited from national experts in statistical indicators. The indicators task force met again in Los Angeles in December 1990, to pull together all recommendations, the results of which were presented to the Council's Executive Committee in January 1991. The bulk of 1991 was devoted to the design and development of the survey form to gather the statistics for this report. Finally in September 1991, drafts of the survey were reviewed by the Council's Directors of Research and Evaluation, its Research Standing Committee, and its Board of Directors at the organization's 1991 Fall Conference in Columbus. An additional technical review was then conducted to incorporate all suggestions and modifications.

In October 1991, copies of the survey were sent to Superintendents and Directors of Research and Evaluation in the member cities for completion. Preliminary results were shared with the Council's Executive Committee in February 1992, and draft copies of the report were shared with the Council's Board of Directors in March 1992. Copies of all edited data, statistical profiles on individual cities, and original survey returns were also sent in March to all Directors of Research and Evaluation for validation and verification. A copy of the final draft of the report was then reviewed by the Council's Executive Committee in July 1992. Copies of the draft report were sent to all Superintendents and Research Directors in the member districts for one last set of revisions in August 1992, immediately prior to final publication and release.

## National Urban Education Goals

The six urban education goals are as follows:

*1. **Readiness to Learn***

By the year 2000, all urban children will start school ready to learn.

*2. **Increased Graduation Rates***

By the year 2000, urban schools will increase their graduation rates so they are at least comparable to the national average.

*3. **Improved Academic Achievement***

By the year 2000, schools and communities will demonstrate high expectations for all learners so that urban students will attain a level of achievement that will allow them to successfully compete with students nationally and internationally in our global community.

4. ***Quality Teachers***

   By the year 2000, urban schools will be adequately staffed with qualified teachers who are culturally and racially sensitive and who reflect the racial characteristics of their students.

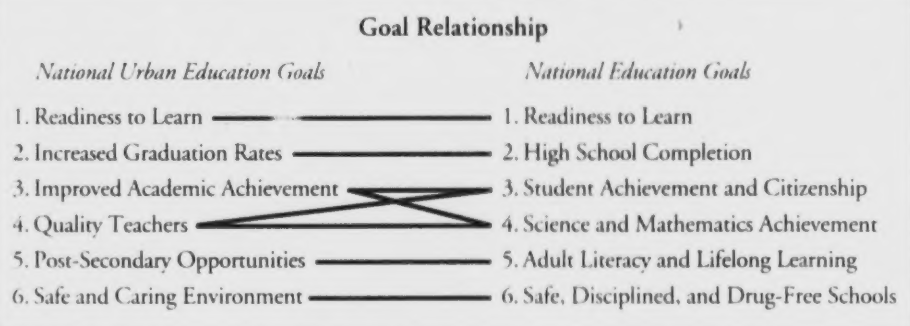
5. ***Postsecondary Opportunities***

   By the year 2000, urban school graduates will be fully prepared to enter and successfully complete higher education, experience successful employment, and exercise their responsibilities as citizens.

6. ***Safe and Caring Environment***

   By the year 2000, urban schools will be free of drugs and alcohol, students will be well-nourished and healthy, and schools will be well-maintained and safe.

As the following table shows, these urban goals are closely aligned to the National Education Goals:



**Goal Relationship**

| *National Urban Education Goals* | *National Education Goals* |
|---|---|
| 1. Readiness to Learn | 1. Readiness to Learn |
| 2. Increased Graduation Rates | 2. High School Completion |
| 3. Improved Academic Achievement | 3. Student Achievement and Citizenship |
| 4. Quality Teachers | 4. Science and Mathematics Achievement |
| 5. Post-Secondary Opportunities | 5. Adult Literacy and Lifelong Learning |
| 6. Safe and Caring Environment | 6. Safe, Disciplined, and Drug-Free Schools |

The Great City Schools believe these urban benchmarks are realistic and attainable. The school systems have pledged to meet these goals, but in turn ask the nation for help. In the past, urban schools have appeared to resist any outside involvement from parents or the community, and conversely, the rest of society has appeared more willing to talk about or contain the problems of inner-cities than confront them. Neither strategy has worked. Only with the sustained involvement of all segments of society will significant progress be made.

One might ask why the larger community should want to solve problems that seem so large, remote, costly, entrenched and complex. The reasons are uncomplicated. First, America's economic and global primacy depends on the success of the children now being educated in our city schools. They are, after all, the next generation of citizens, workers and voters. Consider the following fact: if the graduation rate for urban schools equaled the national average, the Great City Schools would have graduated 295,521 students in 1990-91 instead of 214,253. At the current 28% rate, the federal tax on the total additional lifetime earnings of those extra 81,268 individuals, had they graduated, is large enough annually to double the present Congressional appropriation for elementary and secondary education, increase federal AIDS research five-fold, or boost federal drug prevention efforts by a factor of ten--efforts that benefit the whole nation, not just the cities.

Second, unless action is taken to meet the challenges of urban education, our problems will soon enough become prevalent in all but the most elite of the nation's schools. Finally, the country has a moral imperative, grounded in the Constitution, to strive for individual justice and equality for all its citizens, and education is the soundest way of endowing these rights. The health of our city public schools, then, is essential to the national welfare and is critical to the nation's ability to attain the national education goals.

Urban schools know that it is not enough to assure people that we will try harder to meet these goals or that urban education is worth the investment. We must back those assurances with results--concrete, verifiable documentation that our efforts to improve education in the cities are paying off, and that the extra funding necessary to move urban schools toward the goals is sound.

The publication of this report completes the first major phase of the Council's Urban Education Initiative begun in the Fall of 1989. The Goals have been developed and committed to, the federal legislation has been introduced, and the baseline indicators of urban school status on the goals have been published. During the next phase, lasting through the year 2000, we will develop and implement an action plan to meet the goals and mobilize efforts to assist city schools in carrying out the plan. At the same time, we will continue to measure the progress of city schools and assess others' efforts in helping us toward those goals.

### What Is In This Report?

This first-ever National Urban Education Goals report card presents a series of data measuring the status of urban schools using various indicators. These indicators were derived from each of those goals and as many of their accompanying objectives as were feasible. Like the federally-funded report, *National Education Goals Report: Building A Nation of Learners, 1991*, this report focuses on results-oriented indicators rather than on programmatic ones, although some gross program participation data are included here. Had we the same resources available to federal agencies, there were many things that we could have done and wanted to do in this report, such as surveying individual urban students, accessing the data bases of other urban institutions, and conducting more extensive analyses of current federal data sources. But this report contains the best available original data produced inside the systems which are the subject of so much reform debate. In each case, we made every effort to come as close to the national indicators as possible for comparative purposes, and to minimize the differing definitions of terms and statistical computation procedures used from city-to-city.

This report has four major chapters. **The first chapter** presents data on the demographics of city schools and compares those urban characteristics to the nation at-large, providing some context in which to put the educational results. **The second chapter** is divided into six parts, each devoted to one of the National Urban Education Goals and each presenting data aggregated across all urban school districts for the 1990-91 school year. **The third chapter** presents data on various characteristics of urban public schools that might be of general interest. **The fourth chapter** presents data on the revenues and expenditures of urban schools, with comparisons to national averages. These chapters are followed by a description of data strengths and limitations, and summary of future plans. Finally, the report contains city-by-city profiles with data on demographics, the six goals, system characteristics, and funding. At the end of the report are two fold-outs. The first shows aggregate data across all the Great City Schools and the second shows data on national averages.

## Highlights of Major Report Findings: How Are We Doing?

This report demonstrates that the nation's urban public schools are doing well in some areas, show promise and progress in others, and still have a good distance to travel in others. The highlights of the report's findings for the 1990-91 school year are presented below. (A more detailed summary of findings is found at the beginning of each section of the report.)

### I. Urban Student Demographics: Great City Schools (GCS)

- The 47 GCS systems comprised only 0.3% of all school districts in the nation yet enrolled a consistent 13.1% of the nation's K-12 public school children between 1980-81 and 1990-91.
- The GCS enrolled 37.1% of the nation's public school African-American children, 31.8% of its Hispanic children, 22.2% of its Asian-American children, 9.5% of its Alaskan/Native American children, and 4.9% of the nation's white children in 1988.
- The GCS enrolled 36.1% of the nation's limited-English proficient (LEP) students, 24.5% of its free/reduced price lunch eligible students, and 13.8% of its disabled students.
- The share of the nation's school-aged urban youth (5-17 year olds) attending the GCS increased from 75.4% in 1980 to 82.1% in 1990.
- The poverty rate among school-aged youth living in the GCS increased by 4.9% between 1980 and 1990 to 28.0%, but decreased slightly as a share of the nation's total school-aged poor from 24.7% to 24.3%.
- The aggregate enrollment of the GCS was 42.1% African-American, 25.0% white, 26.5% Hispanic, 5.9% Asian-American, and 0.5% Alaskan/Native American. Of the 5.4 million children enrolled in the GCS, 54.8% were eligible for a free/reduced price lunch, 13.5% were limited-English proficient, and 10.6% were disabled.

### II. Urban Goals: Great City Schools (GCS)

#### *Goal 1: Readiness to Learn*

GOOD NEWS

- Most GCS districts were doing comprehensive assessments of school readiness among their Pre-K pupils. 57.5% of GCS districts assessed school readiness using appropriate age, immunizations, general health, and cognitive and emotional development.
- Most GCS students received full-day Kindergarten. 53.1% of in-coming first graders in the GCS had a full-day Kindergarten, an additional 33.0% had a half-day Kindergarten, and 6.1% had no Kindergarten experience. (7.8% could not be determined.)
- 80.5% of GCS Kindergarten staff were fully certified as elementary school teachers.

BAD NEWS

- 20.0% of GCS districts conducted no assessments or used only appropriate age to determine readiness for school among their Pre-K pupils.
- 47.6% of all GCS Pre-K staff did not hold a professional early childhood credential.

## *Goal 2: Increased Graduation Rates*

### GOOD NEWS

- The median annual dropout rate in the GCS districts declined from 10.6% in 1988-89 to 8.8% in 1990-91, a drop of 17.0%.
- The median four year dropout rate in the GCS districts declined from 32.1% in 1988-89 to 26.1% in 1990-91, a drop of 18.7%.
- Between 1988-89 and 1990-91, the annual dropout rate decreased in 77.8% of the GCS districts and increased in 22.2% of them.
- The percentage of GCS districts with annual dropout rates under 10% increased from 47.2% in 1988-89 to 66.7% in 1990-91; the percentage with dropout rates over 10% decreased from 52.8% in 1988-89 to 33.3% in 1990-91.

### BAD NEWS

- A significant proportion of GCS districts (37.5%) had annual dropout rates above 10% among African-American students, and 56.3% had such rates among Hispanic students.
- African-American and Hispanic students were underrepresented among GCS graduates compared to their overall enrollments. Only 36.9% of GCS graduates were African-American, compared with 42.1% of K-12 enrollment, and only 22.6% were Hispanic, compared with 26.5% of K-12 enrollment.

## *Goal 3: Improved Academic Achievement*

### GOOD NEWS

- In 1990-91, 5.2% of GCS 11-12th graders had successfully completed either an Advanced Placement or International Baccalaureate course in English, 3.3% in Math, and 3.3% in Science--rates higher than national averages of 2.3%, 1.5% and 1.2% respectively.
- 68.9% of GCS districts reported increased reading and math achievement test scores in all elementary grades between 1988-89 and 1990-91, and 31.1% reported increased scores in some but not all elementary grades; 48.9% reported increased reading and math scores in all secondary grades, and 51.1% reported increased scores in some but not all secondary grades.
- 25.4% of GCS students--more than the norm--scored in the top quarter on the standardized norm-referenced math achievement test administered in their district.
- 51.1% of GCS students in grades K-6 scored above the 50th percentile in math achievement.

### BAD NEWS

- Only 36.1% of GCS 10th graders had completed first-year algebra. This breaks down to 31.8% of African-American students, 46.9% of white students, 25.7% of Hispanic students, and 51.8% of Asian-American students.
- The percentage of GCS African-American students scoring above the 50th percentile in reading was only 33.4% in grades K-6, 28.0% in grades 7-8, and 32.8% in grades 9-12. The comparable percentages for Hispanic students was 30.4% in grades K-6, 28.2% in grades 7-8, and 31.7% in grades 9-12. For Asian-American students, the comparable rates were 43.7% in grades K-6, 44.0% in grades 7-8, and 36.8% in grades 9-12.

- The percentage of GCS African-American students scoring above the 50th percentile in math was only 40.1% in grades K-6, 30.5% in grades 7-8, and 32.1% in grades 9-12. For Hispanic students the percentages were 43.6% in grades K-6, 33.8% in grades 7-8, and 33.9% in grades 9-12.
- Among 11th and 12th graders, only 1.0% of GCS African-Americans had completed an advanced course in math.

### *Goal 4: Teacher Quality*

GOOD NEWS

- 98.6% of GCS secondary grade English teachers were certified to teach English, 96.9% of secondary grade math teachers were certified to teach math, and 97.3% of secondary grade science teachers were certified to teach science.
- The average annual teacher salary in the GCS was $36,650.

BAD NEWS

- The GCS on average have only one African-American teacher for every 25.4 African-American students, one Hispanic teacher for every 62.9 Hispanic students, and one Asian-American student for every 46.2 Asian-American students, compared with one white teacher for every 7.4 white students.
- The percentage gap between what the GCS were able to pay teachers above the national average declined 31.7% between 1980 and 1990.

### *Goal 5: Postsecondary Opportunities*

GOOD NEWS

- 41.8% of GCS graduates entered or planned to enter four year colleges or universities; 23.3% entered or planned to enter two-year or junior colleges.
- 55.% of GCS graduates pursuing four year colleges were female.

BAD NEWS

- Only 31.0% of GCS graduates who entered or planned to enter four year colleges or universities were African-American compared to 42.1% of the K-12 enrollment and 16.6% were Hispanic compared to 26.5% of the enrollment.

### *Goal 6: Safe and Caring Environment*

GOOD NEWS

- There were only 2.0 incidents of drug or alcohol abuse on school premises reported for every 1,000 GCS 9-12th graders and only 1.2 for every 1,000 GCS 6-8th graders.

BAD NEWS

- There was approximately $5.0 billion in deferred repair and maintenance needs in the GCS, not counting capital needs and backlogged environmental and safety renovations.

**III. Urban School System Characteristics: Great City Schools (GCS)**

- The typical GCS superintendent has been on the current job only since 1991.
- The typical GCS system had its schools configured into K-6, 7-8, 9-12 grade arrangements.
- The typical GCS system was under either a federal or state court order to desegregate or was being monitored by a court.

**IV. Funding of Urban Schools: Great City Schools (GCS)**

- 100.0% of GCS systems used property taxes as a source of local revenues.
- 42.0% of GCS revenues came from local sources in 1990, about the same percentage (42.8%) as in 1980.
- The GCS received a slightly smaller share of their states' elementary and secondary education expenditures in 1990 than they did in 1980--14.4% compared to 14.6%. Even so, the share of total GCS revenues coming from the state level increased from 45.3% to 48.9%.
- The GCS' share of total federal elementary and secondary education spending increased from 19.7% in 1980 to 21.3% in 1990; nevertheless the share of total GCS revenues coming from the federal government decreased during this period from 11.9% to 9.1%.
- The average large urban school per pupil expenditure was $5,200, compared to $6,073 in suburban schools, $5,476 in rural schools, and $5,512 nationally.
- Large urban school districts spent the same share of their per pupil expenditures in 1990-91 on classroom instruction as suburban schools, but because the pot was smaller this amounted to $506 less per child.

### What Do The Results Mean?

The findings in this report, both the good and the bad, have substantial implications for urban school policy and funding. Urban schools, generally, have substantially greater needs than the typical U.S. school district. Despite these challenges, urban schools are making significant progress in meeting the National Urban Education Goals and working toward the National Education Goals, particularly those related to achievement and dropout rates. And there is now good evidence to show that urban schools are doing unusually well in the areas of early childhood programming, advanced course placements, graduates' pursuit of four year colleges and universities, and in-school drug and alcohol abuse.

There are tangible reasons why progress has been made over the last several years and why some areas outstrip national indicators. One of them is leadership. Urban schools have made a conscious effort to: 1) raise expectations for the achievement of our youngsters, 2) move more decision-making authority to the school building level to heighten the skills of teachers and principals, 3) provide comprehensive interagency and interdisciplinary services and collaborations to children with multiple needs, 4) place greater emphasis and resources on early childhood development programs, 5) encourage greater parental participation in schools, 6) institute stronger efforts to encourage enrollment in higher education, 7) develop more multi-cultural, well-paced and individually sequenced curricula and technology, 8) emphasize self-esteem, personal discipline and accountability with incentives and rewards for success, 9) define a stronger sense of mission and education goals, and 10) where possible implement smaller classes or group learning sessions that provide more personalized and caring environments with greater staff development. These steps were accompanied by greater amounts of federal funding from programs like Chapter 1.

These efforts and others will need to be strengthened if urban schools are to make additional headway. The findings in this report show that urban schools need to make greater progress in several important areas: achievement, dropouts, building repair and renovation, and minority teacher recruitment--areas in which all urban schools have established extensive programming, as this report shows.

Achievement is primary among them. The findings in this report show that we need to do more to help African-American, Hispanic and Asian-American youth in reading, and African-American and Hispanic youth in math, particularly in the upper grades. As this report suggests, one of the major stumbling blocks in math appears to be the completion of first year algebra by the end of the 10th grade; completion rates are much lower among African-American and Hispanic youth than for others. By the end of the 12th grade, only 1.1% of African-American students had completed an advanced course in math. This pattern deserves the highest attention by urban schools.

Dropout rates among urban schools also require attention. Hispanic students, in particular, are dropping out of our schools at troubling rates. We suspect one reason is economic, but another may have to do with the low number of Hispanic teachers in our schools to provide support and encouragement. While not shown in this report, the Council ran correlations between annual dropout rates by race and student/teacher ratios by race, i.e., the number of students of one race divided by the number of teachers of the same race in that district. The correlations were of similar magnitude for white and African-American students, but much stronger for Hispanic students. Although this conjecture is preliminary, we think it has serious implications and meaning for the recruitment of minority teachers in urban schools.

One of the strongest conclusions that we can draw from these broad statistics is that the nation is getting what it is paying for in urban education. Large urban school districts devote the same percentage to classroom instruction as suburban school districts do but this commitment amounts to $506 less per child because the total pot is smaller. And this difference does not account for the much more concentrated needs among students in the cities. Although many of the improvements needed in urban schools, such as moving students through first-year algebra, could be done with little in the way of additional resources, it is patently unfair that inner-city public school children, whose average needs are much greater, receive fewer resources than their more well-off suburban counterparts. A level playing field should not be too much to ask. The nation's continued inattention to the needs and promise of urban youth is a moral failure of the first magnitude and a catastrophic strategic mistake. The nation cannot reach its education goals without urban schools, nor can the nation retain its global preeminence without an educated urban population. We firmly believe that all segments of the society have a stake in seeing urban schools succeed.

**Comparison of the Great City Schools and the Nation, 1990-91***

| Indicator | Nation | Great Cities |
|---|---|---|
| **I. Demographics** | | |
| • Population: | 248,709,873 | 40,295,253 |
| • Public school enrollment: | 41,223,804 | 5,408,321 |
| • Enrollment as % of population: | 16.6% | 13.4% |
| • Enrollment as % 5-17 year old population: | 91.1% | 82.1% |
| • Percent change in enrollment: | +0.7% | +0.6% |
| • Percent of enrollment African-American: | 15.2% | 42.1% |
| • Percent of enrollment Hispanic: | 10.1% | 26.5% |
| • Percent of enrollment Asian or Pacific Islander: | 3.1% | 5.9% |
| • Percent of enrollment Native-American or other: | 0.9% | 0.5% |
| • Percent of enrollment white: | 70.7% | 25.0% |
| • Percent of enrollment free/reduced priced lunch: | 29.4% | 54.8% |
| • Percent of enrollment limited-English proficient: | 4.9% | 13.5% |
| • Percent of enrollment disabled: | 10.0% | 10.6% |
| **II. Urban Goal Indicators** | | |
| ***Goal 1: Readiness to Learn*** | | |
| • Assessments of school readiness: | No | Yes |
| • Percent of entering 1st graders with: | | |
| - full-day kindergarten: | NA | 51.5% |
| - half-day kindergarten: | NA | 35.3% |
| - no prior schooling: | NA | 5.9% |
| - undetermined: | NA | 7.3% |
| • Number of pre-k pupils per teacher: | NA | 14.4 |
| • Number of kindergarten pupils per teacher: | NA | 22.1 |
| • Percent of pre-k staff credentialed: | NA | 52.4% |
| • Percent of kindergarten staff elem. school certified: | 82.9% | 80.5% |
| ***Goal 2: Graduation Rates*** | | |
| • Total number of graduates: | 2,253,043 | 214,253 |
| • Annual dropout rate: | 4.1% | 8.8% |
| • Four year dropout rate: | NA | 26.1% |
| • Attendance rate: | 93.2% | 90.0% |
| ***Goal 3: Academic Achievement*** | | |
| • Percent of students scoring above Reading norm: | 50% | 40.4% |
| • Percent of students scoring above Math norm: | 50% | 47.8% |
| • Percent of 10th graders successfully completing 1st year Algebra: | NA | 36.1% |

| | | |
|---|---|---|
| • Percent of 11-12th graders with Advanced Placement or International Baccalaureate English: | 2.3% | 5.2% |
| • Percent of 11-12th Graders with Advanced Placement or International Baccalaureate Math: | 1.5% | 3.3% |
| • Percent of 11-12th Graders with Advanced Placement or International Baccalaureate Science: | 1.2% | 3.3% |

*Goal 4: Teacher Quality*

| | | |
|---|---|---|
| • Total number of teachers: | 2,390,411 | 297,645 |
| • Percent of English teachers fully certified: | 96.7% | 98.6% |
| • Percent of Math teachers fully certified: | 95.2% | 96.9% |
| • Percent of Science teachers fully certified: | 98.1% | 97.3% |
| • Percent of teachers who are minority: | 12.2% | 37.9% |
| • Average teacher salary: | $33,015 | $36,650 |
| • Average class size: | NA | 27.0 |

*Goal 5: Postsecondary Opportunities*

| | | |
|---|---|---|
| • Percent of graduates in: | | |
| - Vocational training: | 2.1% | 7.0% |
| - Four year college: | 38.2% | 41.8% |
| - Two year college: | 19.3% | 23.3% |
| - Military: | NA | 3.6% |
| - Employed: | NA | 9.6% |
| - Undetermined: | 40.4% | 14.7% |

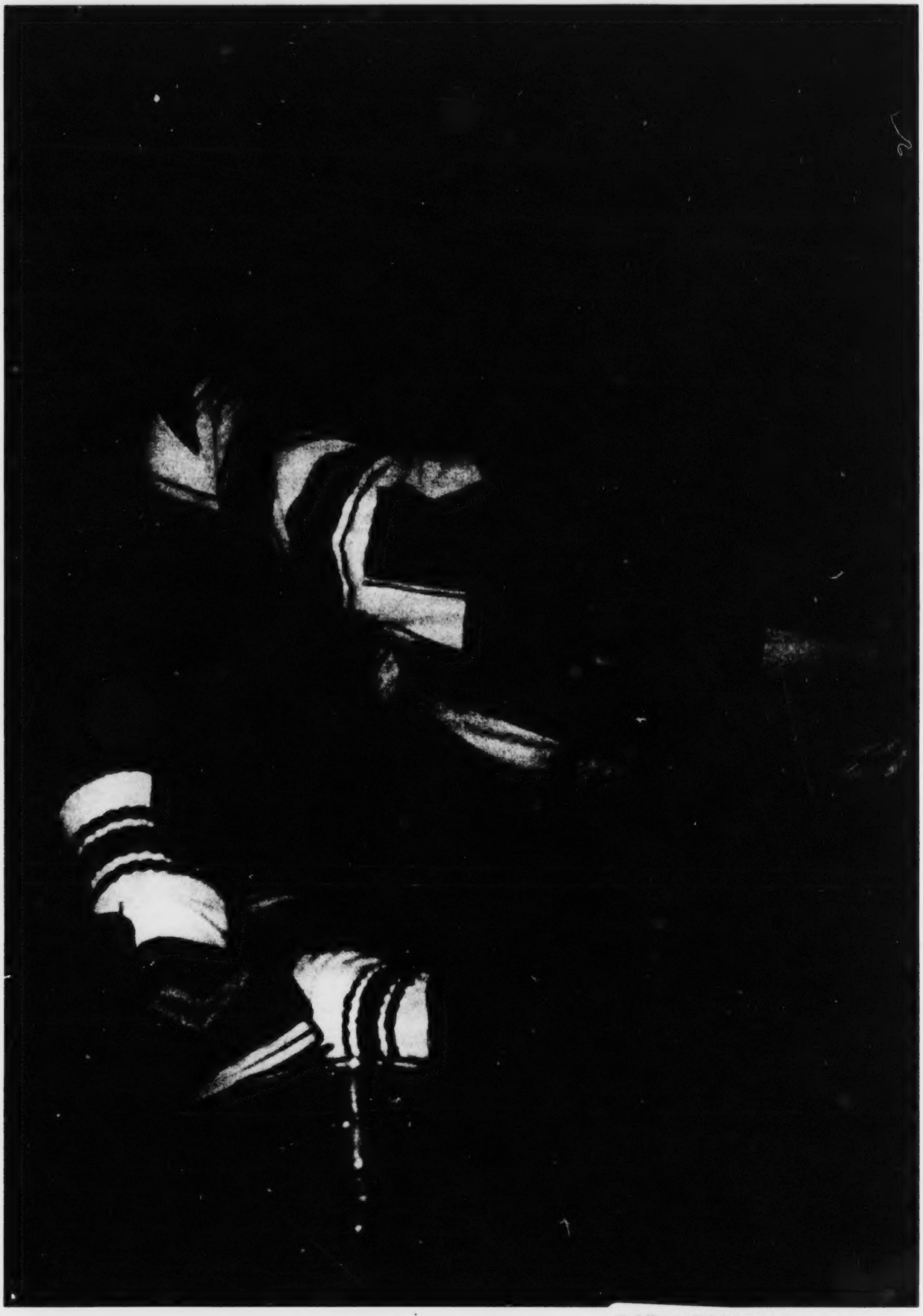
*Goal 6: Safe and Caring Environment*

| | | |
|---|---|---|
| • Drug/alcohol incidents per 1,000 students: | NA | 2.0 |
| • Number of schools with health clinics: | NA | 718 |
| • Total deferred maintenance: | $25.0 b | $5.0 b |
| • Total number of schools: | 82,741 | 7,392 |

**IV. Finances**

| | | |
|---|---|---|
| • Average expenditures per student: | $5,512 | $5,200 |
| • Percent of revenues from local sources: | 45.0% | 42.0% |
| • Percent of revenues from state sources: | 48.9% | 48.9% |
| • Percent of revenues from federal sources: | 6.1% | 9.1% |

**See footnotes in fold-outs in back of report.*



## Chapter I:

# Urban Student Demographics

●

**1990**
**1991**

# Chapter I: Urban Student Demographics

Narrative .......... 3

How Are We Doing: At-a-Glance .......... 4

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# Urban Student Demographics

America's urban areas have undergone significant changes since 1980, and urban public schools now represent a unique part of the nation's educational universe. In general, the population of the Great Cities is poorer than ever, but continues to be too large and important for the nation to ignore without risking its own broader aspirations in education, global competition, and economic survival.

Between 1980 and 1990, the major cities grew at a slower rate than the nation as a whole: the urban population increased by about 1.9 million (or 4.9%), while the total U.S. population increased 22.2 million people (or 9.8%). The Great Cities' share of the total national population dropped from 17.0% in 1980 to 16.2% in 1990.

During this same period, 1980 to 1990, public school enrollment in the Great Cities showed somewhat different demographic trends. While central cities' share of the national population declined, city school share of the nation's K-12 public school enrollment remained steady at 13.1%. During that period, the enrollment in the Great City Schools increased by 0.7%, the same percentage increase as total public school enrollments. Although the 47 Great City School districts comprise only 0.3% of the nation's 15,000 public school systems, they enroll one of every eight public school children in the country.

The reasons for the disparities between city and school trends were likely due to economics and increased competitiveness. Economic downturns such as the one in the last several years, can result in more children enrolled in public schools rather than private because of prohibitive tuitions. Also, the improving performance of some city schools may be attracting children away from private schools. Finally, efforts by city schools to serve previously unserved homeless children and the decreasing urban dropout rates may be boosting enrollments. As a result of these and other factors, the Great City public schools are enrolling a larger share of the urban school-age population than they did a decade ago: 82.1% in 1990, compared to 75.4% in 1980.

The racial and ethnic composition of city school children has continued to change in keeping with trends that began in the 1970's, making urban schools unlike any others in scale and complexion. Between 1980 and 1990, the proportion of central city public school students who were African-American, Hispanic, Asian-American, or Native American increased from 66.6% to 75.0%. About 34.4% of the nation's racial/ethnic minority children are now publicly schooled in the Great Cities, including 37.1% of the nation's African-American children and 31.8% of its Hispanic youngsters. Only nine of 47 Great City School districts had a majority white enrollment.

Finally, the concentration of needs among city youngsters is both unique and multifaceted. Between 1980 and 1990 the number of urban school-aged children below the poverty line increased by 4.9% to an average level of 28%, or 67% higher than the national average. About 54.8% of all urban public school children came from families poor enough to qualify for a free or reduced price federal lunch subsidy. In addition, approximately 13.5% of urban public school children are limited-English proficient and 10.6% are disabled.

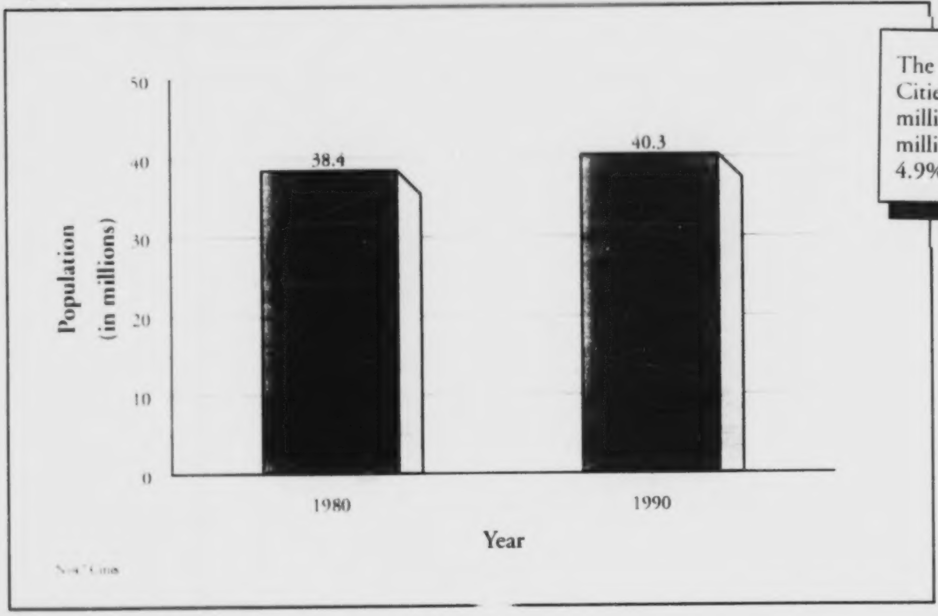
## Urban Student Demographics

### How Are We Doing: At-a-Glance

- The population of the 47 Great Cities increased from 38.4 million residents in 1980 to 40.3 million residents in 1990, a gain of 4.9%.
- The percent of the nation's population living in the 47 Great Cities dropped from 17.0% in 1980 to 16.2% in 1990.
- The school age (5-17 year olds) population of the Great Cities declined from 7.1 million in 1980 to 6.5 million in 1990, a drop of 8.5%.
- The percent of the nation's school age population (5-17 year olds) living in the Great Cities declined from 15.2% in 1980 to 14.5% in 1990.
- The 47 GCS systems comprise only 0.3% of all 15,000 school districts in the nation.
- GCS enrollment increased 0.7% between 1980-81 and 1990-91, comprising 13.1% of the nation's K-12 public school enrollment in both 1980-81 and 1990-91.
- The percent of the nation's school-aged urban youth attending the GCS increased from 75.4% in 1980 to 82.1% in 1990.
- The total enrollment of the GCS (in 1990-91) was 42.1% African-American, 25.0% white, 26.5% Hispanic, 5.9% Asian-American, and 0.5% Alaskan/Native American.
- The GCS enrolled 37.1% of the nation's public school African-American children, 31.8% of its Hispanic children, 22.2% of its Asian-American children, 9.5% of its Alaskan/Native American children, and 4.9% of the nation's white children in 1988 (the latest year for which there were national data).
- The number of African-American students declined by 4.6%, the number of white students declined by 24.9%, and the number of Alaskan/Native American students declined by 0.8; the number of Hispanic students increased by 44.5% and the number of Asian-American students grew by 75.1% between 1980 and 1990.
- The total enrollment of the GCS was 54.8% free/reduced price lunch eligible, 13.5% limited-English proficient, and 10.6% disabled.
- The GCS enrolled 36.1% of the nation's limited-English proficient (LEP) students, 24.5% of its free/reduced price lunch eligible students, and 13.8% of its disabled students.
- The number of 5-17 year olds living below poverty in the Great Cities increased from 24.7% in 1980 to 28.0% in 1990, but decreased as a percent of the nation's total 5-17 year old poor from 24.7% to 24.3%.

## Great City Population

Population of the Great Cities in 1980 and 1990.



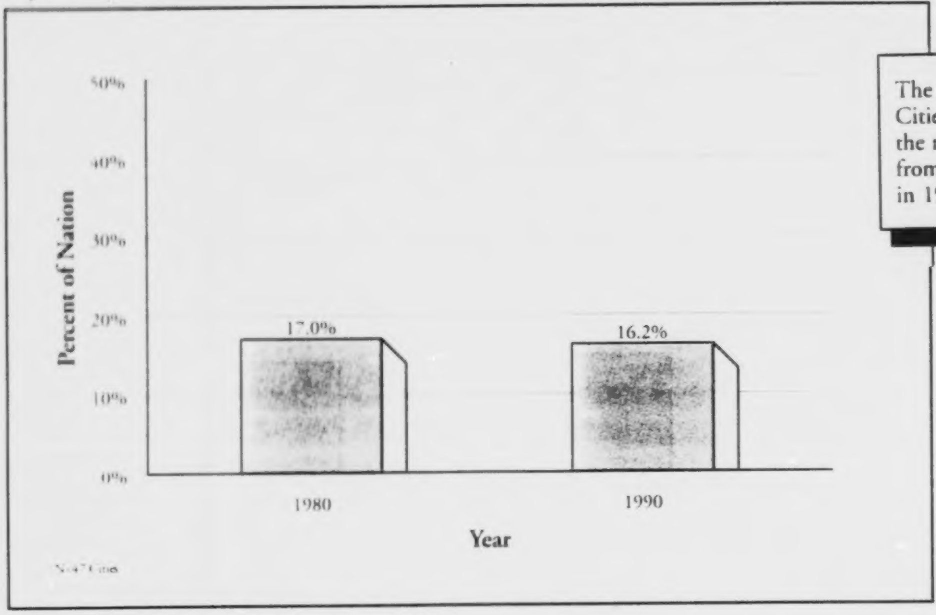
The population of the Great Cities increased from 38.4 million in 1980 to 40.3 million in 1990, a gain of 4.9%.

***Figure 1***

*Source: Bureau of the Census (see footnote, page 103)*

## Great City Population as Percent of Nation's Population

Population of the Great Cities as a percent of the nation's total population in 1980 and 1990.



The population of the Great Cities declined as a percent of the nation's total population from 17.0% in 1980 to 16.2% in 1990.

***Figure 2***

*Source: Bureau of the Census (see footnote, page 103)*

## Great City 5-17 Year Old Population

5-17 year old population of the Great Cities in 1980 and 1990.

The 5-17 year old population of the Great Cities declined from 7.1 million in 1980 to 6.5 million in 1990, a drop of 8.5%.

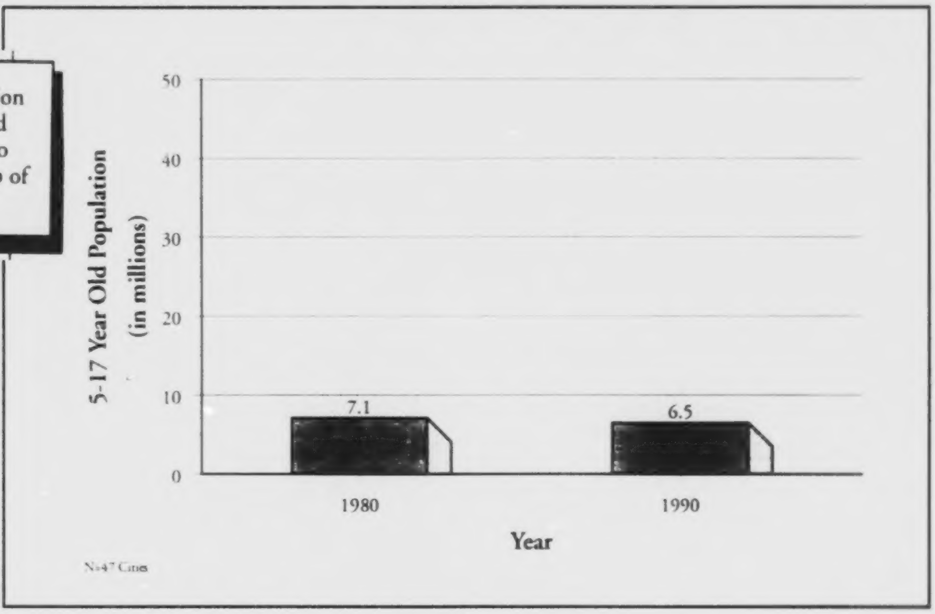


***Figure 3***

*Source: Bureau of the Census (see footnote, page 103)*

## Great City 5-17 Year Old Population as Percent of Nation's 5-17 Year Old Population

5-17 year old population of the Great Cities as a percent of the nation's total 5-17 year old population in 1980 and 1990.

The 5-17 year old population of the Great Cities declined as a percent of the nation's total 5-17 year old population from 15.2% in 1980 to 14.5% in 1990.

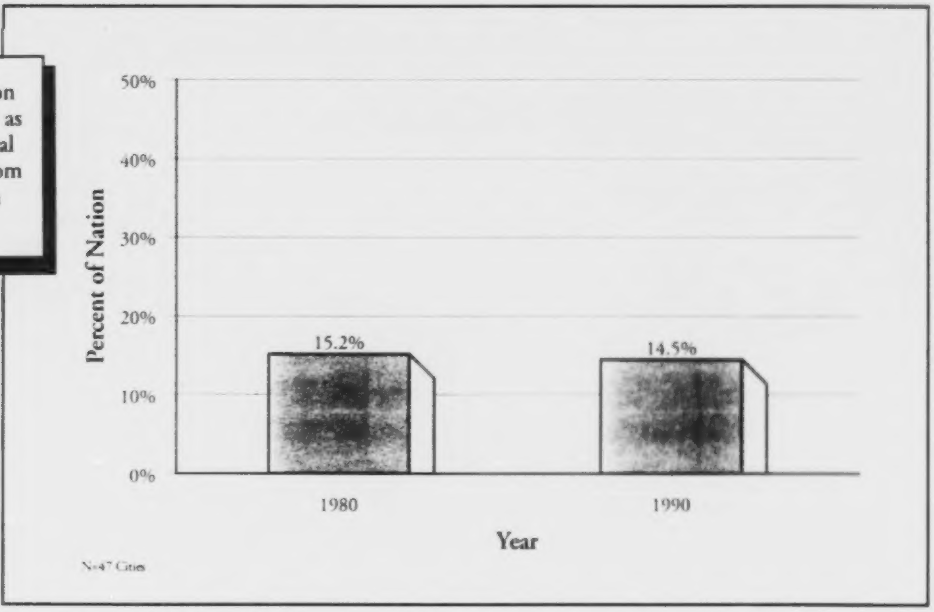
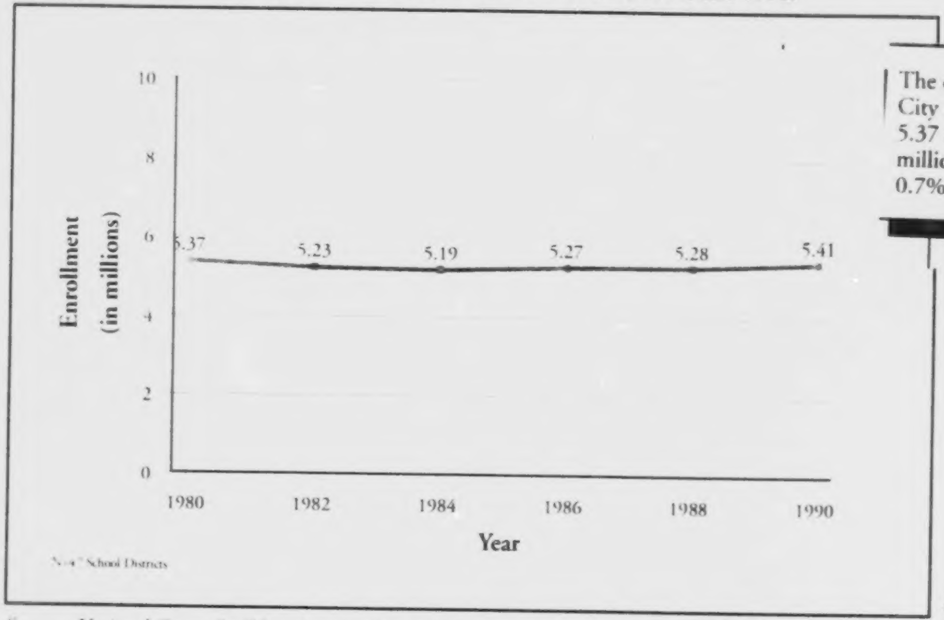


***Figure 4***

*Source: Bureau of the Census (see footnote, page 103)*

## Great City School Enrollment

Enrollment of the Great City Schools in 1980, 1982, 1984, 1986, 1988, and 1990.



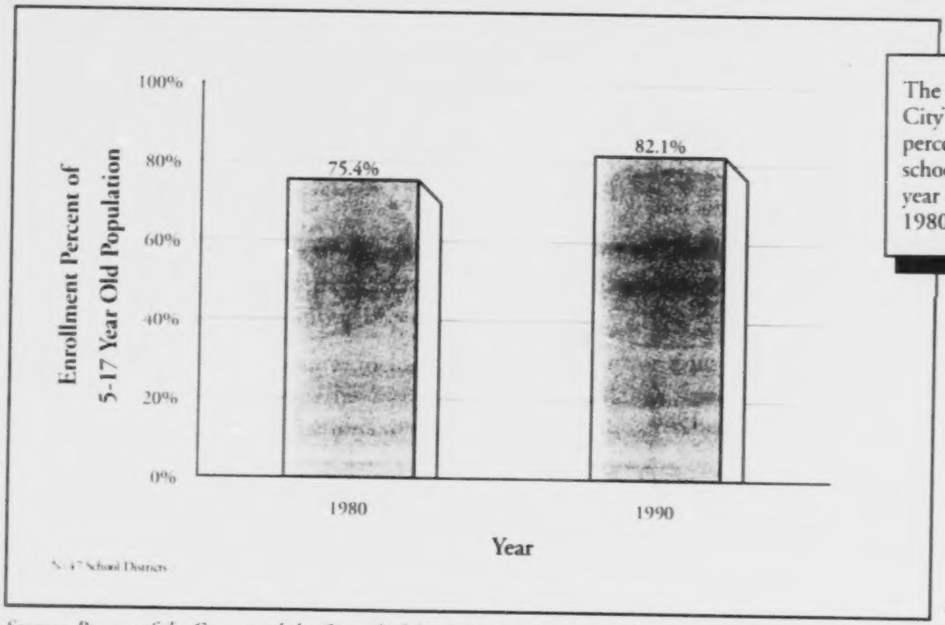
The enrollment of the Great City Schools increased from 5.37 million in 1980 to 5.41 million in 1990, a gain of 0.7%.

*Figure 5*

*Source: National Center for Education Statistics and the Council of the Great City Schools (see footnote, page 103)*

## Great City School Enrollment as Percent of Great City 5-17 Year Old Population

Enrollment of the Great City Schools as a percent of Great City 5-17 year old population in 1980 and 1990.



The enrollment of the Great City Schools increased as a percent of the Great Cities' school-age population (5-17 year olds) from 75.4% in 1980 to 82.1% in 1990.

*Figure 6*

*Source: Bureau of the Census and the Council of the Great City Schools (see footnote, page 103)*

## Great City School Enrollment as Percent of Nation's Enrollment

Enrollment of the Great City Schools as a percent of the nation's total public school K-12 enrollment in 1980, 1982, 1984, 1986, 1988, and 1990.

The Great City Schools enrolled 13.1% of the nation's total public school enrollment in 1980 and 1990.

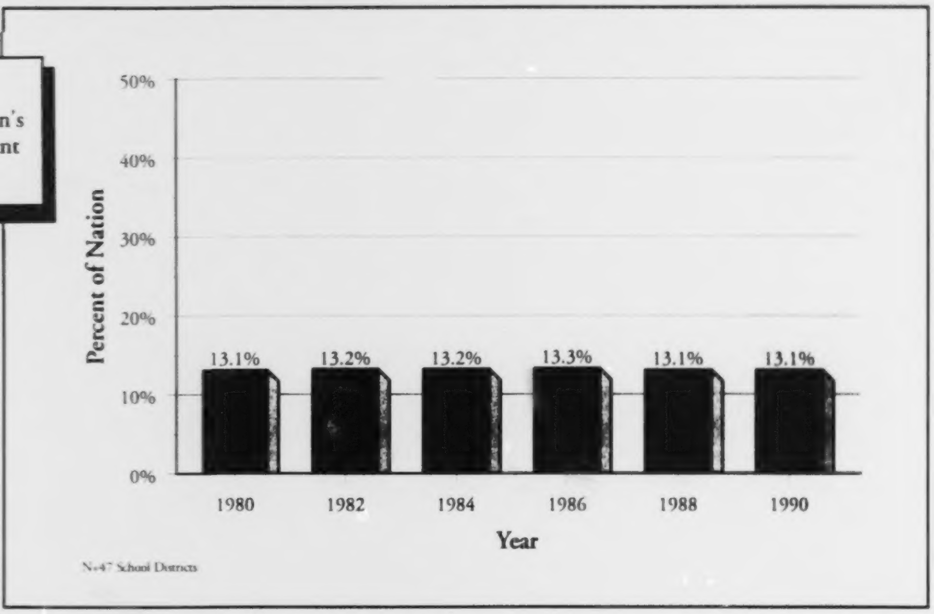


*Figure 7*

*Source: National Center for Education Statistics and the Council of the Great City Schools (see footnote, page 103)*

## Great City School Enrollment by Race/Ethnicity

Percent of the Great City School enrollment by race/ethnicity in 1980 and 1990.

The composition of the Great City Schools' total enrollment was 44.3% Black in 1980 and 42.1% in 1990.

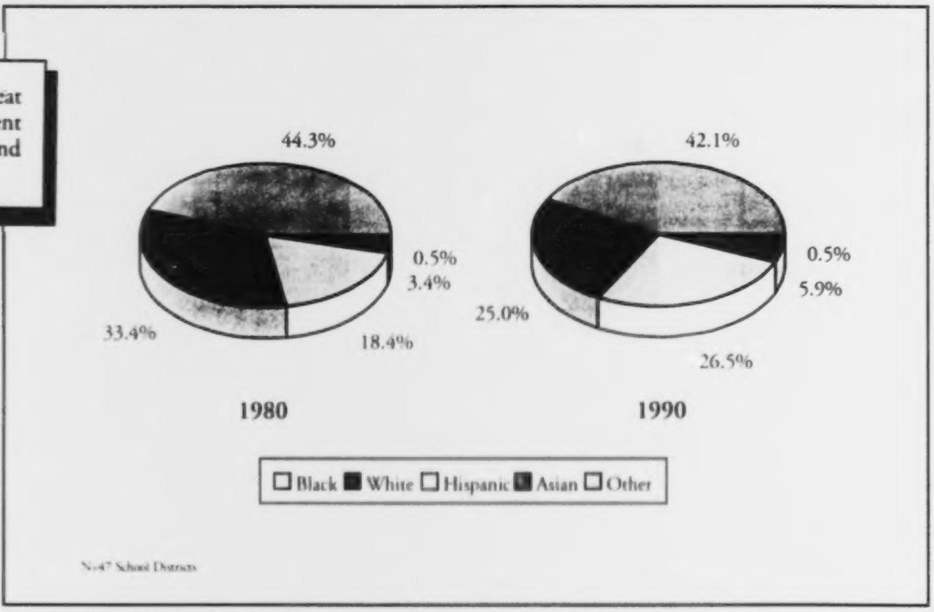
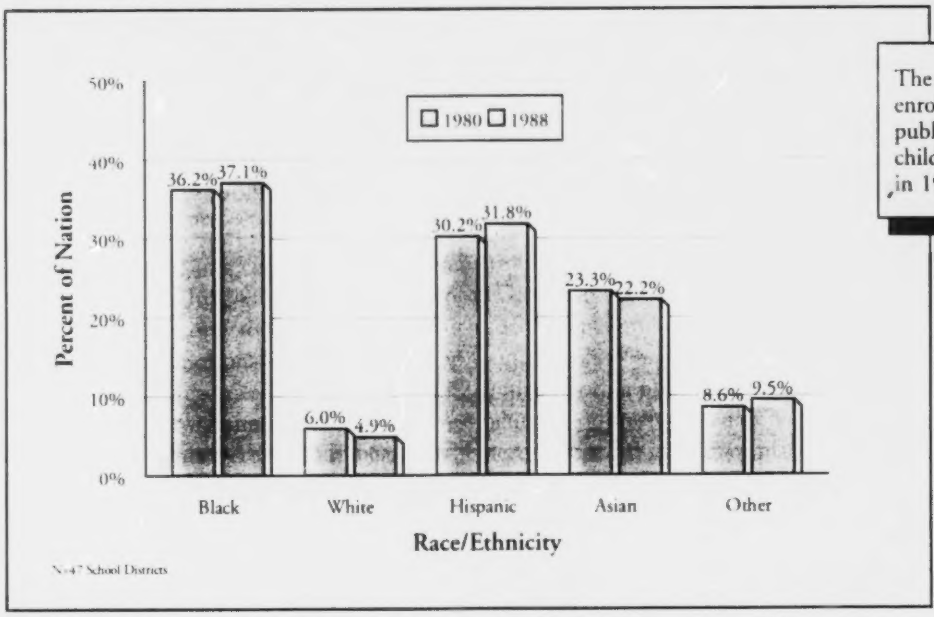


*Figure 8*

*Source: Office of Civil Rights and the Council of the Great City Schools (see footnote, page 103)*

## Great City School Enrollment by Race/Ethnicity as Percent of Nation's Enrollment by Race/Ethnicity

Enrollment by race/ethnicity of the Great City Schools as a percent of the nation's enrollment by race/ethnicity in 1980 and 1988.



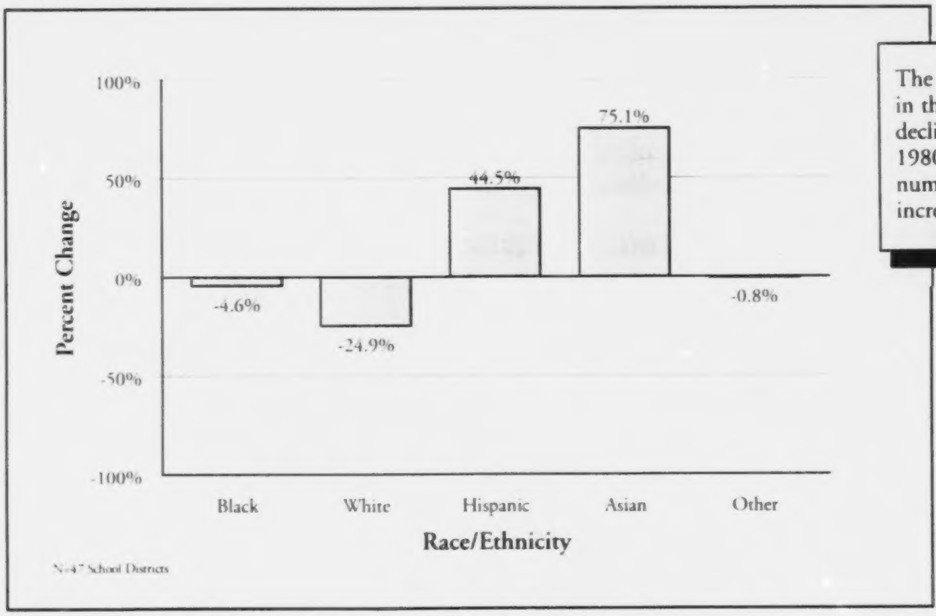
The Great City Schools enrolled 30.2% of the nation's public school Hispanic children in 1980 and 31.8% in 1988.

*Figure 9*

*Source: Office of Civil Rights and the Council of the Great City Schools (see footnote, page 103)*

## Change in Great City School Enrollment by Race/Ethnicity

Percent change in the number of students enrolled in the Great City Schools by race/ethnicity between 1980 and 1990.



The number of white students in the Great City Schools declined by 24.9% between 1980 and 1990, while the number of Asian students increased 75.1%.

*Figure 10*

*Source: Office of Civil Rights and the Council of the Great City Schools (see footnote, page 103)*

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## Great City School Enrollment by Special Needs

Percent of the Great City School enrollment with special needs in 1990.

In 1990, 10.6% of the Great City School enrollment was disabled, 54.8% was eligible for free or reduced price lunch, and 13.5% was limited English proficient (L.E.P.).

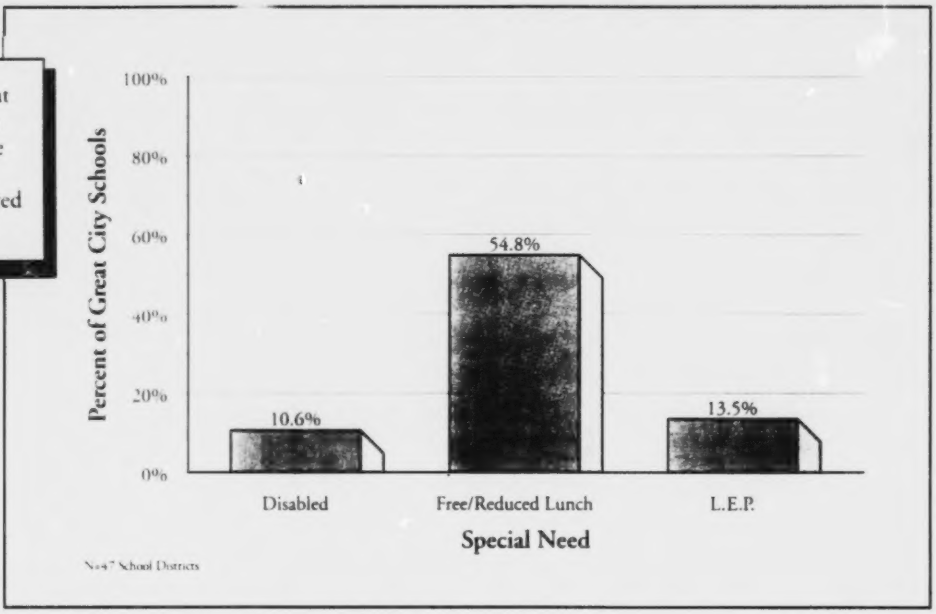


***Figure 11***

*Source: Council of the Great City Schools (see footnote, page 103)*

## Great City School Enrollment by Special Needs as Percent of Nation's Special Needs

Special needs enrollment of the Great City Schools as a percent of the nation's special needs enrollment in 1990.

In 1990, the Great City Schools enrolled 13.8% of the nation's disabled children, 24.5% of the free or reduced price lunch eligible children, and 36.1% of the limited English proficient (L.E.P.) children.

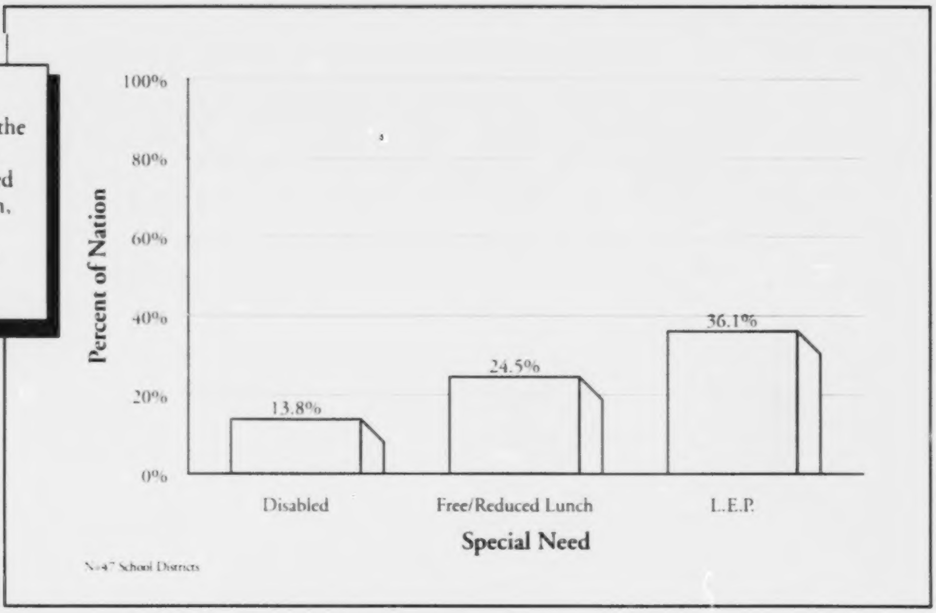
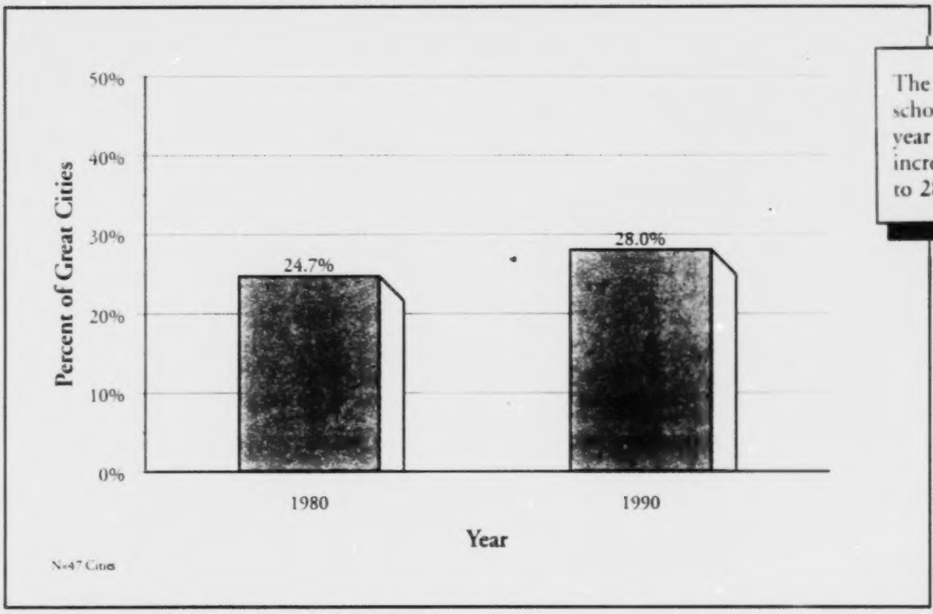


***Figure 12***

*Source: Council of the Great City Schools (see footnote, page 104)*

## Great City 5-17 Year Old Population in Poverty

Percent of Great City 5-17 year olds in poverty in 1980 and 1990.



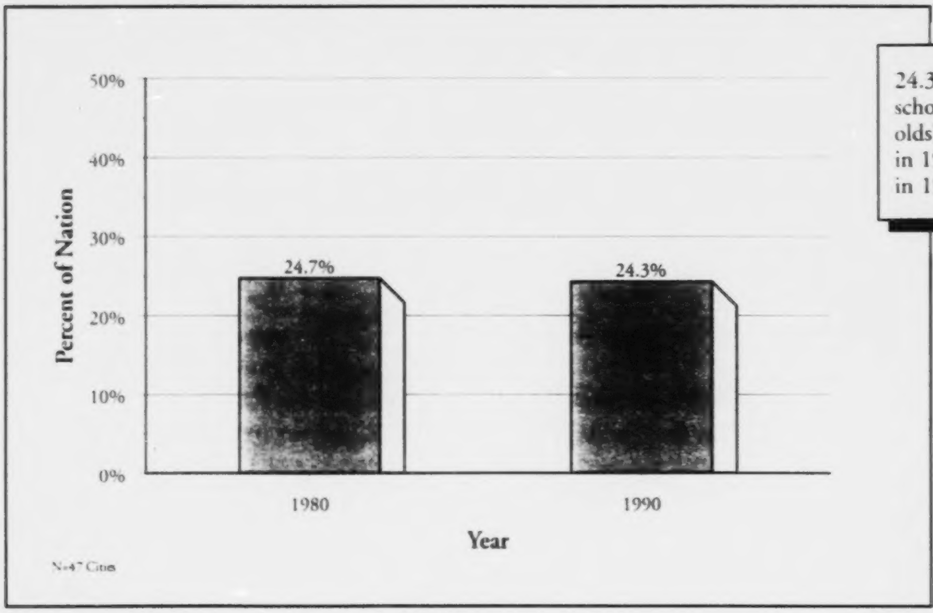
The poverty rate among school-aged children (5-17 year olds) in the Great Cities increased from 24.7% in 1980 to 28.0% in 1990.

***Figure 13***

*Source: Bureau of the Census (see footnote, page 104)*

## Great City 5-17 Year Old Population in Poverty as Percent of Nation's 5-17 Year Old Population in Poverty

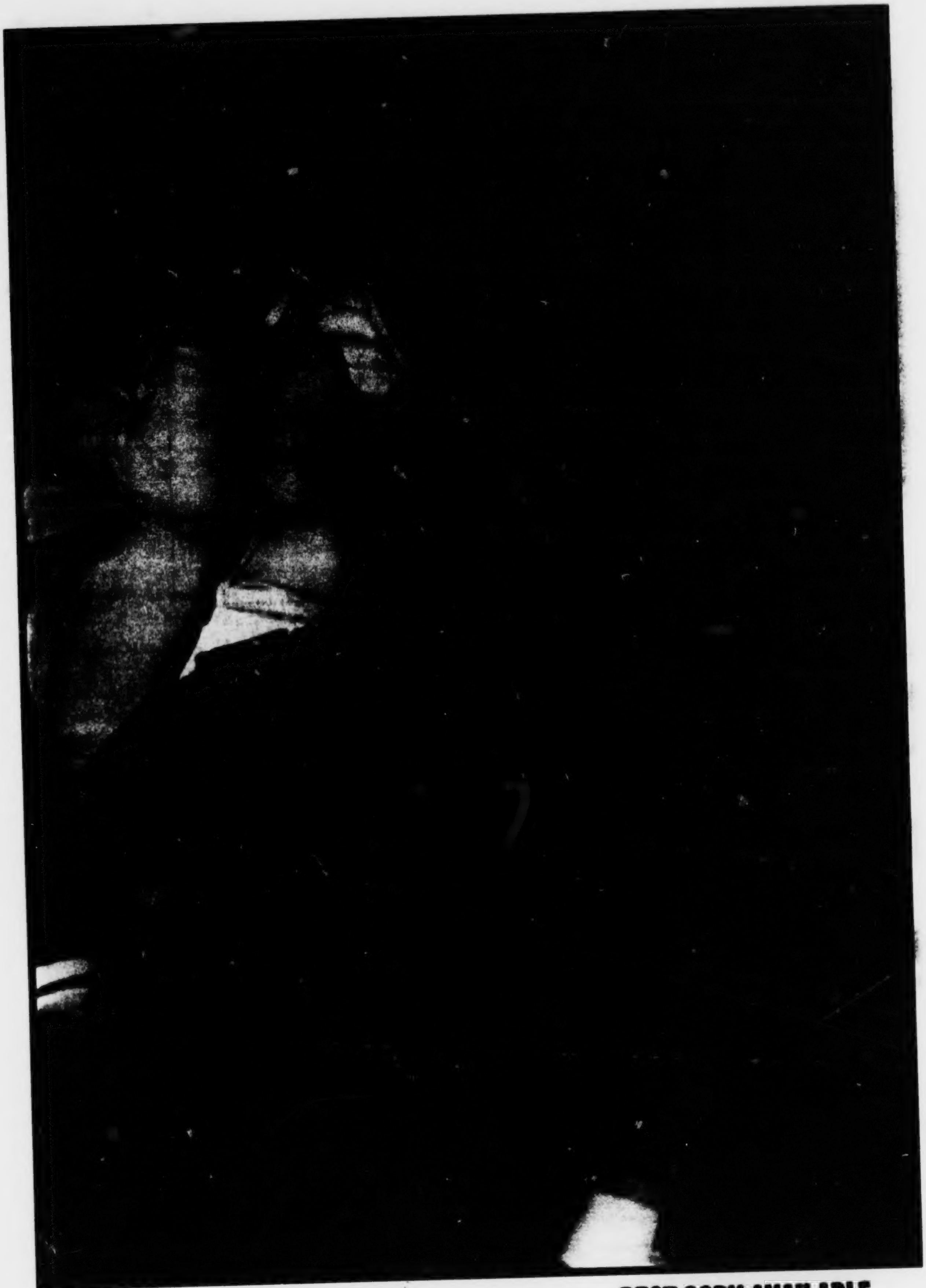
5-17 year olds in poverty in the Great Cities as a percent of the nation's 5-17 year olds in poverty in 1980 and 1990.



24.3% of the nation's poor school-age children (5-17 year olds) lived in the Great Cities in 1990 compared to 24.7% in 1980.

***Figure 14***

*Source: Bureau of the Census (see footnote, page 104)*



## Chapter II:
# Urban Goal Indicators

●

1990
1991

# Chapter II: Urban Goal Indicators

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# Urban Goal Indicators

Meeting the National Urban Education Goals, essential to attainment of the national goals set by the President and the Governors, is the highest priority of the Council of the Great City Schools and its member urban public school systems. These goals include benchmarks in the areas of readiness to learn, graduation rates, improved academic achievement, teacher quality, postsecondary opportunities, and the provision of a safe and caring environment. The data collected for this report and presented in this chapter provide a baseline established on the 1990-91 school year from which to assess urban school progress through the year 2000.

To measure our status on school readiness, this chapter presents data on methods used by Great City School districts to assess school readiness and data on the proportions of our incoming first graders in 1990-91 who have had various levels of prior education. In addition, data are presented on pupil/teacher ratios for Pre-K and Kindergarten programs in the Great City Schools. Data are also displayed on the certification levels for Pre-K and Kindergarten staff, along with gross programmatic efforts to improve school readiness.

The status of the Great City Schools on its graduation goal is assessed by presenting data showing the number of Great City School districts whose annual dropout rate is within specified bands, and the percentage of urban districts whose rates have increased or decreased over the last three years. Annual dropout rates within the same bands are also presented by race and sex. In addition, four-year dropout rates--also presented in intervals--are presented for the Great City Schools. Intervals were used for both annual and four-year rates to minimize the disparity in dropout definitions from city-to-city. Graduation data are also presented by race and sex.

Improved academic achievement is the highest priority of the Council and its members. New data are presented in this report on the reading and math achievement of urban schools on standardized norm-referenced achievement tests by grade span, race, and sex. Rates of successful completion of first year algebra are also presented by race and sex, as are data on the numbers of Great City School 11-12th graders who have successfully completed coursework in Advanced Placement or International Baccalaureate English, Math and Science, also by race, sex and subject area.

Data are also presented on Great City School teachers, including the race and sex of urban teachers by grade level, student/teacher ratios by race, and average salary.

The fifth section of this chapter displays data on the activities and plans of Great City School graduates, and the racial breakdown of graduates from our schools who are pursuing four-year colleges or universities.

Finally, this chapter includes data on incidents of drug or alcohol abuse on school grounds, and data on the extent of deferred building repair and maintenance needs. Programmatic data on efforts to meet this goal are also presented.

Unless otherwise specified, all data are from the Council's survey of its membership and apply to the 1990-91 school year. All references to the Great City Schools are meant to denote data gathered directly from the 47 urban districts for this report; references to "large city," "large urban area," or "metropolitan area" denote other definitions from other sources shown at the bottom of each figure.

# Goal 1: Readiness to Learn

**By the year 2000, all urban children will start school ready to learn.**

**Objectives:**

- To provide access for needy urban children aged 3-5 to a full-day, full-year development program, offering a full range of health, nutrition, diagnostic, developmental, educational, social, language, and other services.
- To ensure that urban Pre-K programs will be adequately staffed with qualified personnel and necessary equipment.
- To make available comprehensive child care services to the children of students, and before and after school care for those in need.
- To provide urban parents with the opportunity to receive training in parenting skills at school sites.
- To coordinate affordable preschool services throughout the community to ensure maximum benefits.

# Readiness to Learn

One of the primary strategies for improving urban schools and meeting the National Urban Education Goals is pre-school education. Early intervention is particularly important to the millions of young, inner-city children who suffer from inferior health and nutrition, inadequate day care and insufficient developmental activities. The case for such a strategy is compelling. Long accepted studies on the effects of comprehensive pre-school education and child development programs have documented that these programs provide disadvantaged children with benefits in excess of program costs.

According to several solid indicators, urban schools are making major strides with pre-school children. In 1990-91, about 57.5% of all Great City School systems assessed in-coming Pre-K pupils not only for appropriate age but also for proper immunizations, good health, and cognitive and emotional development. Approximately 22.5% of Great City School districts assessed school readiness using age, immunizations and other physical health indicators. The remaining 20.0% did not conduct any assessment of readiness or used only age. Almost all of the assessments were done to diagnose the need for special services or placements.

In addition, 53.1% of all in-coming first grade pupils in the Great City Schools had been in a full-day Kindergarten program in the same district the year before, an additional 33.0% had been in a half-day program, and only 6.1% had not been in any kindergarten program. (The experiences of 7.8% could not be determined.) While comparable statistics do not exist for the nation, our assessment, based on best available figures, shows a positive trend in city schools to intervene early in assessing needs and to provide full-day kindergarten to the extent possible.

The quality of Pre-K and early grade programs in the Great City Schools was reasonably high, according to two standards on which we collected data: pupil/teacher ratio and early childhood certification of staff. There were 14.4 Pre-K pupils in Great City School early childhood development programs for every teacher and/or paraprofessional, a ratio somewhat higher than that recommended by the National Association for the Education of Young Children (NAEYC). Because some districts participating in this survey reported data only on teachers and not paraprofessionals, the actual ratio is likely to be closer to the 10 to one standard NAEYC has set. At the Kindergarten level, there were 22.1 pupils for every teacher and/or paraprofessional, a level lower than the average Great City School class size of 27. In addition, about 52.4% of all pre-school staff in the Great City Schools--teachers and paraprofessionals combined--held a professional early childhood credential, and 80.5% of Great City School kindergarten teachers were fully credentialed as elementary school teachers. (Some states did not require all Pre-K staff to be credentialed.)

Finally, most of the Great City School districts had instituted a variety of programs to increase the chances that children would succeed once they entered school. About 88.9% of the Great City School systems provided some form of child care program for infants of teen mothers in at least some of their schools. Nearly 77.8% of the districts provided some form of parenting program for adults in at least some of their schools, while 11.1% provided such services in all their schools; 97.7% provided such programs for teen parents in some or all their schools. And 84.5% of Great City School districts provided latchkey programs in some or all of their schools.

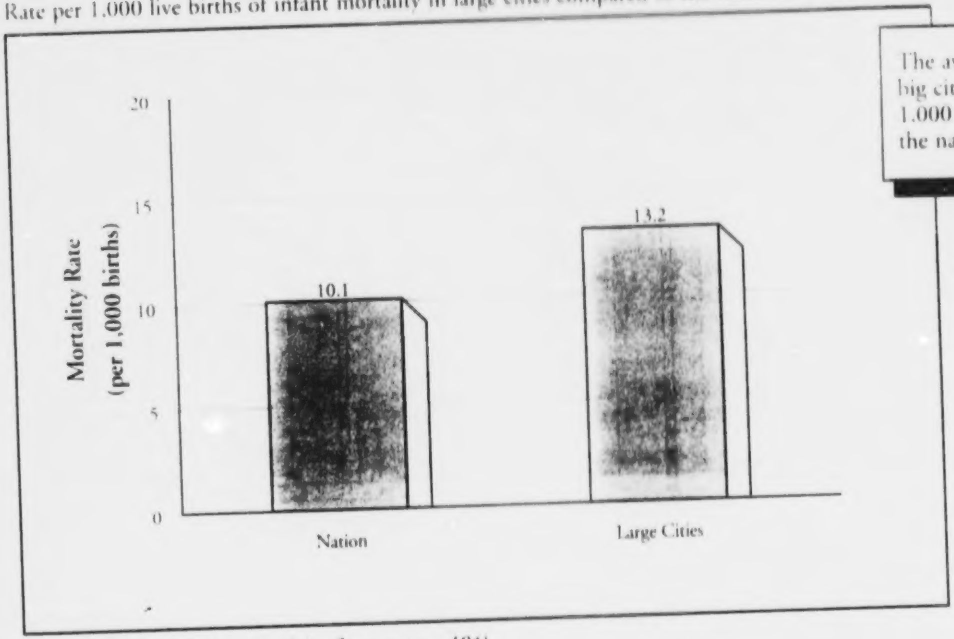
# Goal 1: Readiness to Learn

## How Are We Doing: At-a-Glance

- 57.5% of GCS districts assessed Pre-K students for appropriate age, immunizations, general health, and emotional and cognitive development to determine readiness to learn in 1990-91.
- 20.0% of GCS districts did not conduct any assessment of Pre-K students for readiness to learn or used only age in 1990-91.
- 53.1% of in-coming first graders in the GCS had a full-day Kindergarten, an additional 33.0% had half-day Kindergarten, while 6.1% had no Kindergarten experience in 1990-91. (7.8% could not be determined.)
- There was one teacher or paraprofessional for every 14.4 Pre-K children in the GCS in 1990-91.
- There was one teacher or paraprofessional for every 22.1 Kindergarten children in the GCS in 1990-91.
- 52.4% of all GCS Pre-K staff held a professional early childhood credential in 1990-91.
- 80.5% of all GCS Kindergarten staff were fully credentialed as elementary school teachers in 1990-91.
- 88.9% of the GCS systems provided child care for infants of teen mothers in at least some of their schools in 1990-91.
- 88.9% of the GCS districts provided parenting training for adults in at least some of their schools and 97.7% provided them for teens in 1990-91.
- 84.5% of the GCS districts provided programs for latchkey children in at least some of their schools in 1990-91.

## Infant Mortality

Rate per 1,000 live births of infant mortality in large cities compared to the nation in 1987.



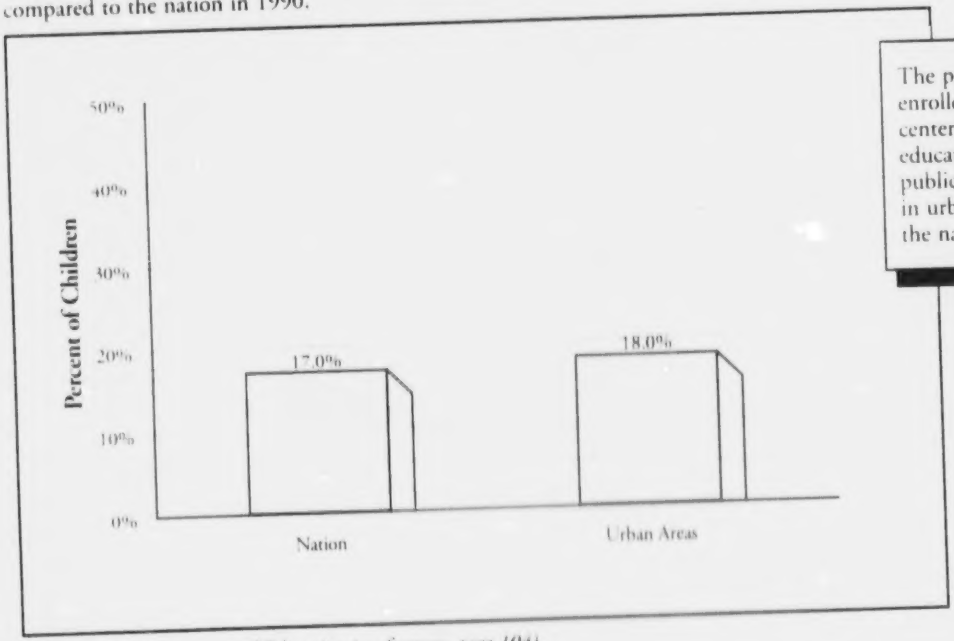
The average mortality rate for big city infants was 13.2 per 1,000 live births compared to the national average of 10.1.

**Figure 15**

*Source: Children's Defense Fund (see footnote, page 104)*

## Preschool Program Children on Public Assistance

Percent of children enrolled in early childhood programs who are on public assistance in urban areas compared to the nation in 1990.



The percent of children enrolled in some form of center-based early childhood education program receiving public assistance was 18.0% in urban areas compared to the national average of 17.0%.

**Figure 16**

*Source: U.S. Department of Education (see footnote, page 104)*

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## Great City School Methods of Assessing School Readiness

Percent of Great City School districts assessing school readiness by method in 1990-91.

57.5% of the Great City School districts assessed school readiness among Pre-K children using age, health, immunizations, and cognitive and emotional development; 20.0% used only age or had no assessments of school readiness.

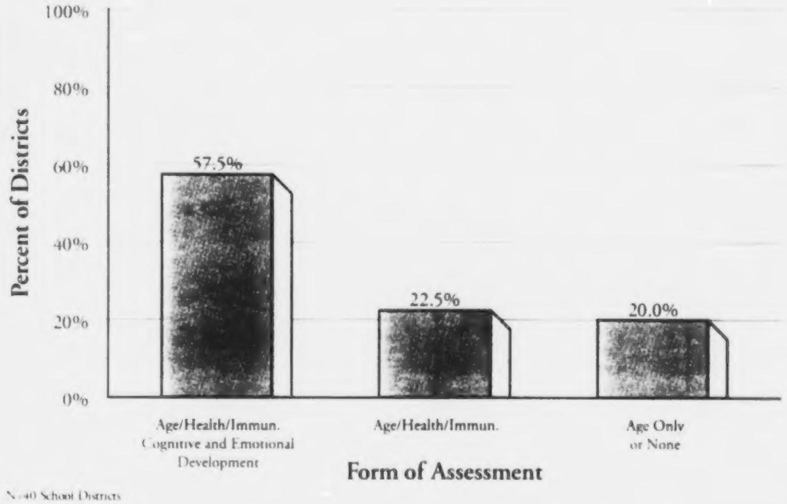


***Figure 17***

*Source: Council of the Great City Schools (see footnote, page 104)*

## Great City School First Graders with Prior Education

Percent of entering Great City School first graders with specified kinds of prior education in the same school district in 1990-91.

53.1% of entering first graders in the Great City Schools had been in full day kindergarten in the same district.

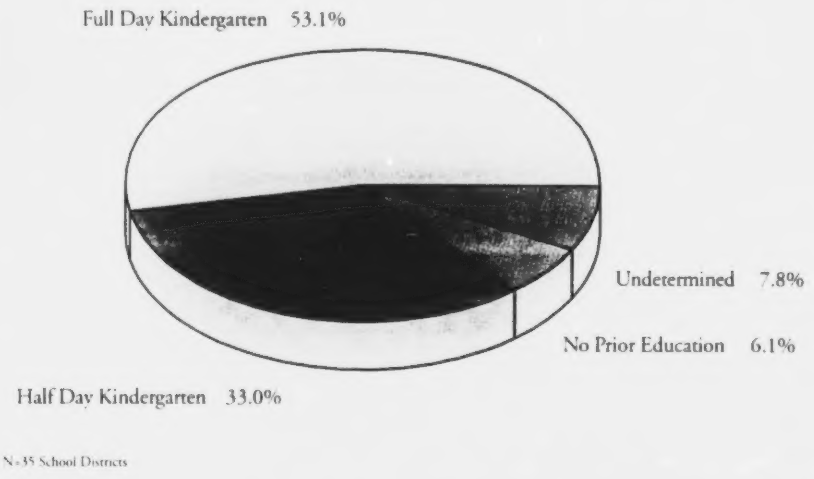
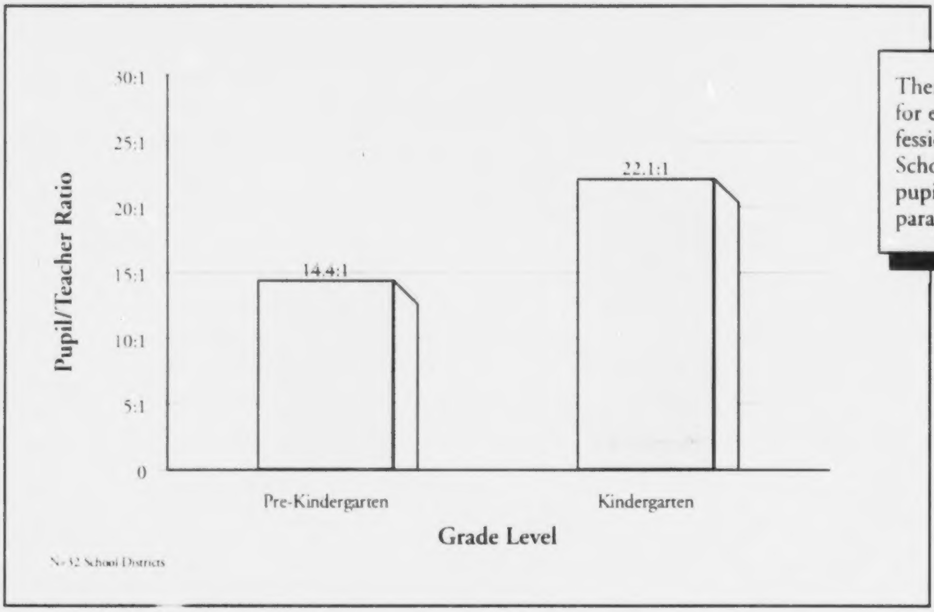


***Figure 18***

*Source: Council of the Great City Schools (see footnote, page 104)*

## Great City School Pupil/Teacher Ratios for Early Childhood

Ratio of Pre-K and Kindergarten pupils to teachers and paraprofessionals in the Great City Schools in 1990-91.



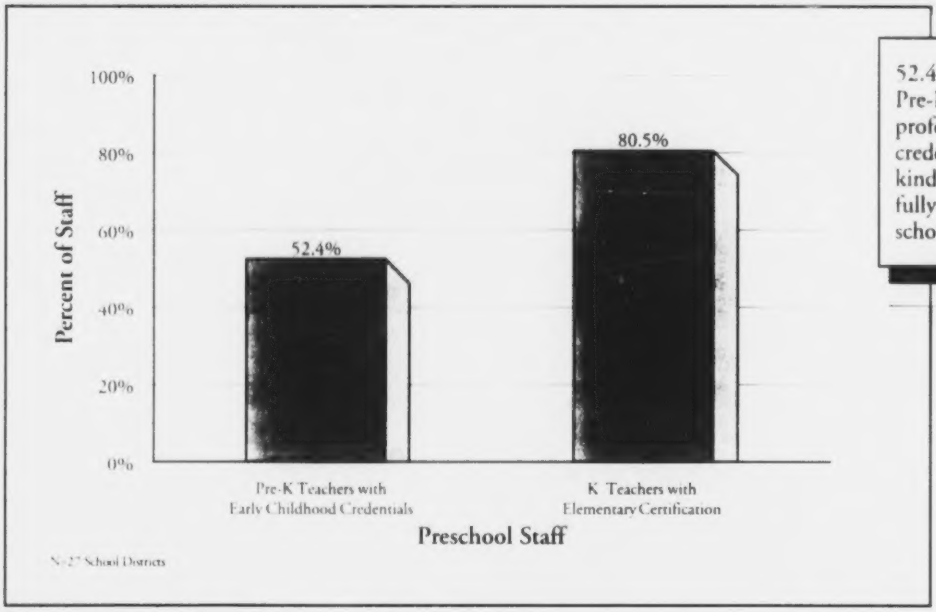
**There were 14.4 Pre-K pupils for every teacher or paraprofessional in the Great City Schools and 22.1 kindergarten pupils for every teacher or paraprofessional.**

***Figure 19***

*Source: Council of the Great City Schools (see footnote, page 104)*

## Certification of Great City School Early Childhood Staff

Percent of Great City School Pre-K staff with early childhood credentials and Kindergarten staff with elementary school certification in 1990-91.



**52.4% of Great City School Pre-K personnel had professional early childhood credentials, and 80.5% of kindergarten personnel were fully certified as elementary school teachers.**

***Figure 20***

*Source: Council of the Great City Schools (see footnote, page 104)*

## Child Care Programs for Infants of Teen Mothers

Percent of Great City School districts with child care for infants of teen mothers in all, some, or none of their schools in 1990-91.

88.9% of Great City School districts provided some form of child care for infants of teen mothers in some of their schools; no districts provided such care in all of their schools; and 11.1% provided no such care in any of their schools.

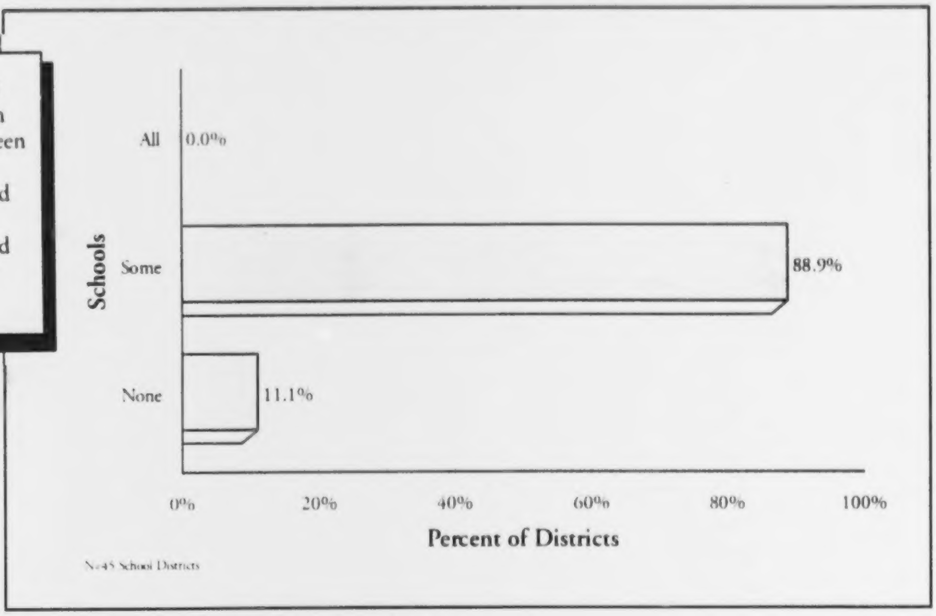


**Figure 21**

*Source: Council of the Great City Schools (see footnote, page 104)*

## Parenting Programs for Adults

Percent of Great City School districts with parenting programs for adults in all, some, or none of their schools in 1990-91.

11.1% of Great City School districts provided some form of parenting program for adults in all of their schools; 77.8% provided a program in some of their schools; and 11.1% provided no such program in any of their schools.

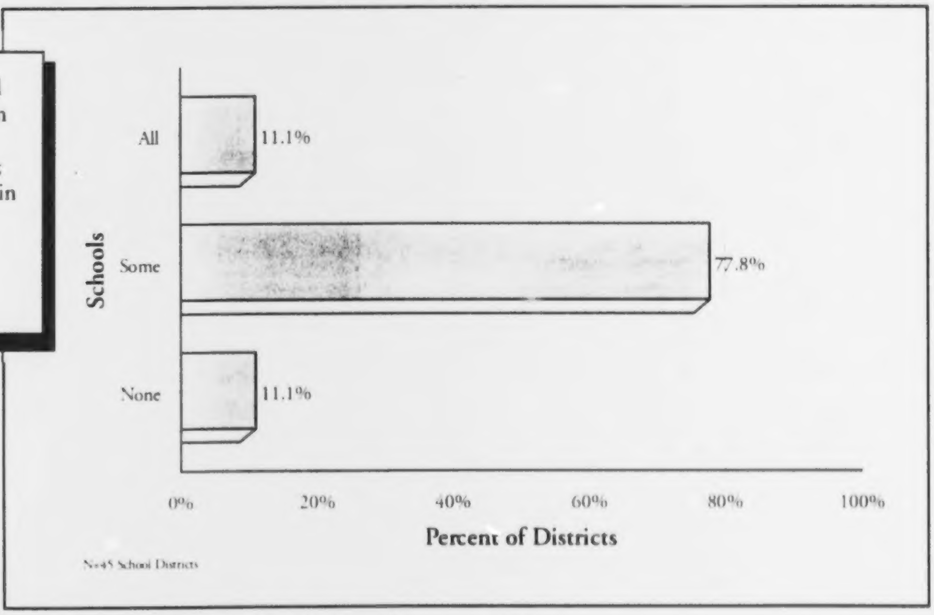


**Figure 22**

*Source: Council of the Great City Schools (see footnote, page 104)*

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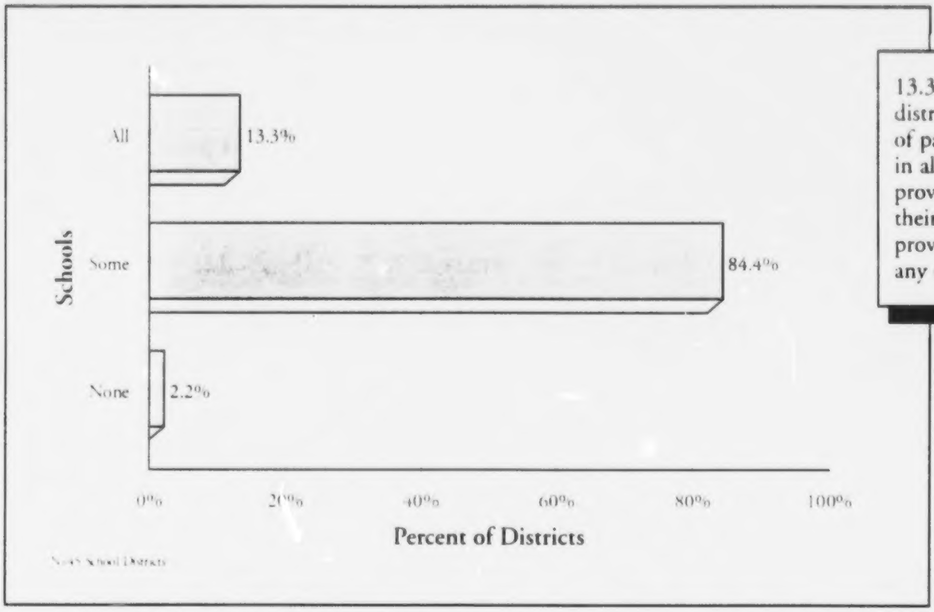
## Parenting Programs for Teens

Percent of Great City School districts with parenting programs for teens in all, some, or none of their schools in 1990-91.



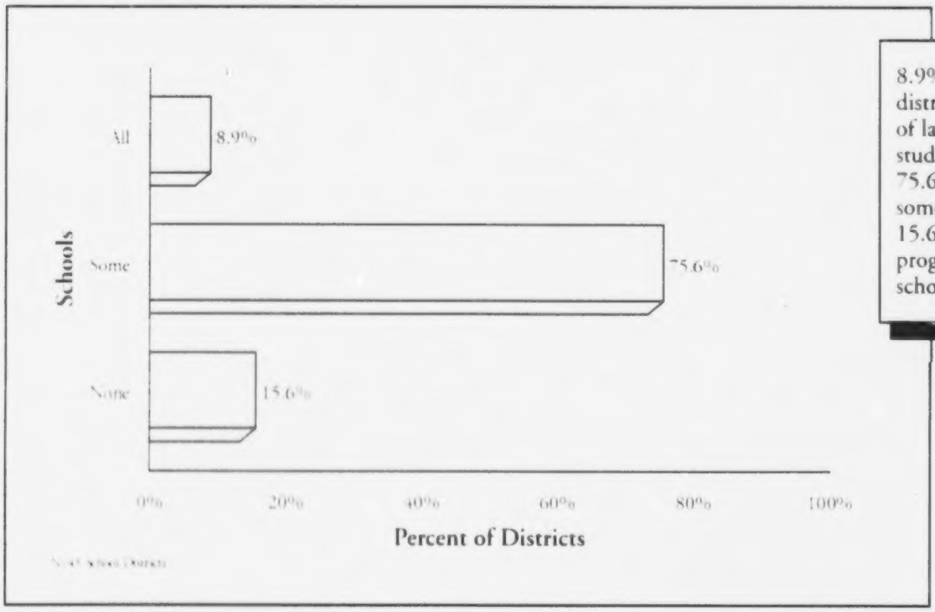
13.3% of Great City School districts provided some form of parenting program for teens in all of their schools; 84.4% provided a program in some of their schools; and 2.2% provided no such program in any of their schools.

**Figure 23**

*Source: Council of the Great City Schools (see footnote, page 105)*

## Latchkey Programs

Percent of Great City School districts with latchkey programs for students in all, some, or none of their schools in 1990-91.



8.9% of Great City School districts provided some form of latchkey program for students in all of their schools; 75.6% provided a program in some of their schools; and 15.6% provided no such program in any of their schools.

**Figure 24**

*Source: Council of the Great City Schools (see footnote, page 105)*

# Goal 2: Increased Graduation Rates

**By the year 2000, urban schools will increase their graduation rates so they are at least comparable to the national average.**

**Objectives:**

- To reduce the gap in graduation rates between urban and non-urban youth, among students of various racial, disability, language and ethnic backgrounds, and among students of varying economic circumstances.
- To reduce urban dropouts by 50% by the year 2000, and by another 50% by 2010.
- To increase urban four year graduation rates annually between 1991 and 2000.
- To increase daily urban student attendance rates to 95% for elementary schools and 90% for secondary schools.
- To increase the number of urban dropouts who return to school.
- To reduce urban school rates of in-grade retention by 10% annually.

# Increased Graduation Rates

Urban schools face a prolonged and sometimes frustrating battle to keep their students in school. National studies show that central cities have higher dropout rates than either suburban or rural areas. Our own data confirm this trend. Encouraging signs from these same national studies have emerged, however, indicating a national decline in dropout rates over the last ten years, slowly among white students but dramatically among African-American students. The rate for Hispanic youth remains discouragingly high. Our own data mirror the national studies, showing good news that the dropout rate in the Great City School districts is on the decline. The Council's findings are close enough to the national data to lead us to conclude that the Great City School dropout rates among African-American and Hispanic youth may be driving the national rates for these groups.

Between 1988-89 and 1990-91, 77.8% of the Great City School districts experienced a decrease in their annual dropout rates while 22.2% experienced an increase. Furthermore, the median annual dropout rate in the Great City Schools fell from 10.6% in 1988-89 to 8.8% in 1990-91, a drop of 17.0%. The percentage of Great City School districts reporting annual dropout rates below 10.0% increased from 47.2% in 1988-89 to 66.7% in 1990-91. Similarly, the percentage reporting annual dropout rates over 10.0% fell from 52.8% in 1988-89 to 33.3% in 1990-91.

While not as dramatic, the four-year dropout rate data showed similar trends. Exactly half of the Great City Schools showed a decline in their four-year dropout rates between 1988-89 and 1990-91; the other half showed an increase. Some 31.3% of the districts had four year dropout rates under 25% in 1988-89, compared with 37.5% in 1990-91, while 68.8% had rates over 25% in 1988-89, compared with 62.5% in 1990-91. The median four year dropout rate fell from 32.1% in 1988-89 to 26.1% in 1990-91.

The dropout rates varied widely from group to group, and district to district. Among African-American students, 62.6% of Great City School districts reported annual dropout rates under 10%, including 18.8% which were under 5%; 37.5% reported dropout rates over 10%. About 81.3% of the Great City School districts reported annual dropout rates among white students under 10% and 18.8% reported rates over 10%. Among Hispanic students, 43.8% of Great City School districts reported annual dropout rates under 10% and 56.3% reported rates over 10%. Some 93.8% of the districts reported annual dropout rates among Asian-American students under 10%. Different rates were also seen for male and female students in the Great Cities. Two-thirds of the districts had annual dropout rates under 10% among male students and 88.9% among female students. (Note that dropout rates are presented in intervals to minimize the differences in the ways cities define and calculate dropouts. Rates may not be comparable from one city to another.)

The Council's graduation data also paralleled the national dropout data by race and sex. About 42.1% of total Great City School K-12 enrollment was African-American, compared to 36.9% of its graduates; 25.0% of the enrollment was white compared to 28.7% of graduates; 26.5% of the enrollment was Hispanic compared to 22.6% of graduates; and 5.9% of the enrollment was Asian-American compared to 10.8% of graduates. 46.7% of Great City School graduates were male and 53.3% were female in 1990-91. Overall, the number of 1990-91 graduates constituted 4.0% of total Great City School K-12 enrollment, compared to the national average of 5.5%.

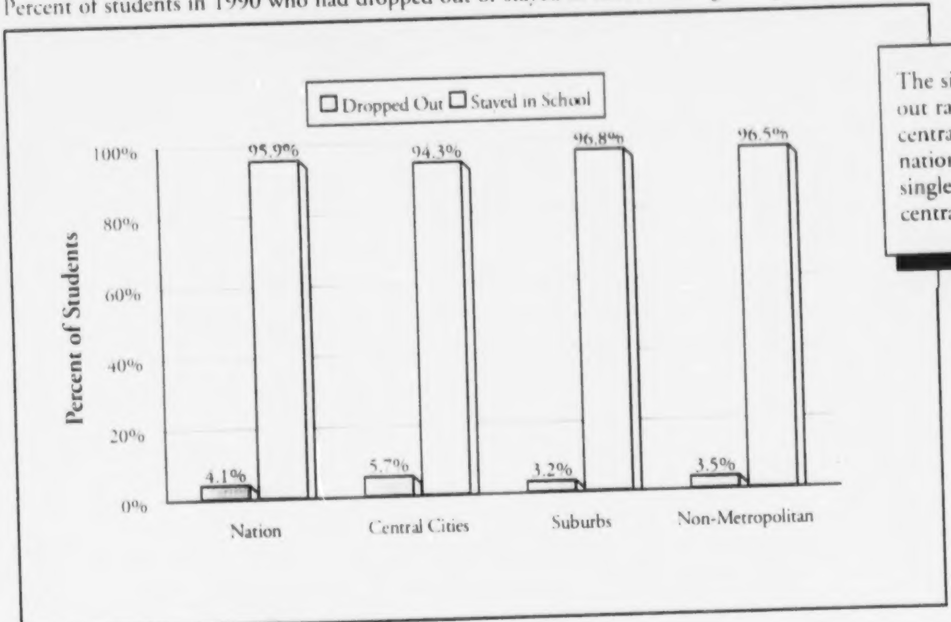
# Goal 2: Increased Graduation Rates

### How Are We Doing: At-a-Glance

- The median annual dropout rate in the GCS decreased from 10.6% in 1988-89 to 8.8% in 1990-91, a drop of 17.0%.
- 77.8% of the GCS experienced a decrease in their annual dropout rates while 22.2% saw an increase between 1988-89 and 1990-91.
- 47.2% of GCS districts had annual dropout rates below 10% in 1988-89, and 66.7% had rates below 10% in 1990-91; 52.8% of GCS districts had rates above 10% in 1988-89, and 33.3% had rates above 10% in 1990-91.
- 18.8% of the GCS districts had annual dropout rates among African-American students of less than 5%, 43.8% had rates between 5-10%, 25% had rates between 10-15%, and 12.5% had rates over 15% among African-American students.
- 37.5% of the GCS districts had annual dropout rates among white students of less than 5%, 43.8% had rates between 5-10%, 18.8% had rates between 10-15%, and none had rates among white students above 15%.
- 18.8% of the GCS districts had annual dropout rates among Hispanic students of less than 5%, 25.0% had rates between 5-10%, 50% had rates between 10-15%, and 6.3% had rates among Hispanic students over 15%.
- 22.2% of the GCS districts had annual dropout rates among male students of less than 5%, 44.4% had rates between 5-10%, 27.8% had rates between 10-15%, and 5.6% had rates among male students over 15%.
- 27.8% of the GCS districts had annual dropout rates among female students of less than 5%, 61.1% had rates between 5-10%, 11.1% had rates between 10-15%, and none had rates among female students over 15%.
- 50.0% of the GCS experienced a decrease in their four year dropout rate between 1988-89 and 1990-91, and 50.0% experienced an increase.
- 26.7% of the GCS districts had four year dropout rates less than 25% in 1988-89, while 33.4% did in 1990-91.
- 31.3% of the GCS districts had four year dropout rates under 25% in 1988-89, and 37.4% did in 1990-91; 68.8% had rates over 25% in 1988-89, while 62.5% did in 1990-91.
- Graduates of the GCS comprised 4.0% of total K-12 GCS enrollment in 1990-91, compared to the national average of 5.5%.
- 36.9% of GCS graduates were African-American compared to 42.1% of the K-12 enrollment; 28.7% of graduates were white compared to 25.0%; 22.6% of graduates were Hispanic compared to 26.5%; and 10.8% of graduates were Asian-American compared to 5.9% of the K-12 enrollment in 1990-91.
- 46.7% of the GCS graduates were male and 53.3% were female in 1990-91.

## Single Year Dropout and Retention Rate

Percent of students in 1990 who had dropped out or stayed in school during a single year.



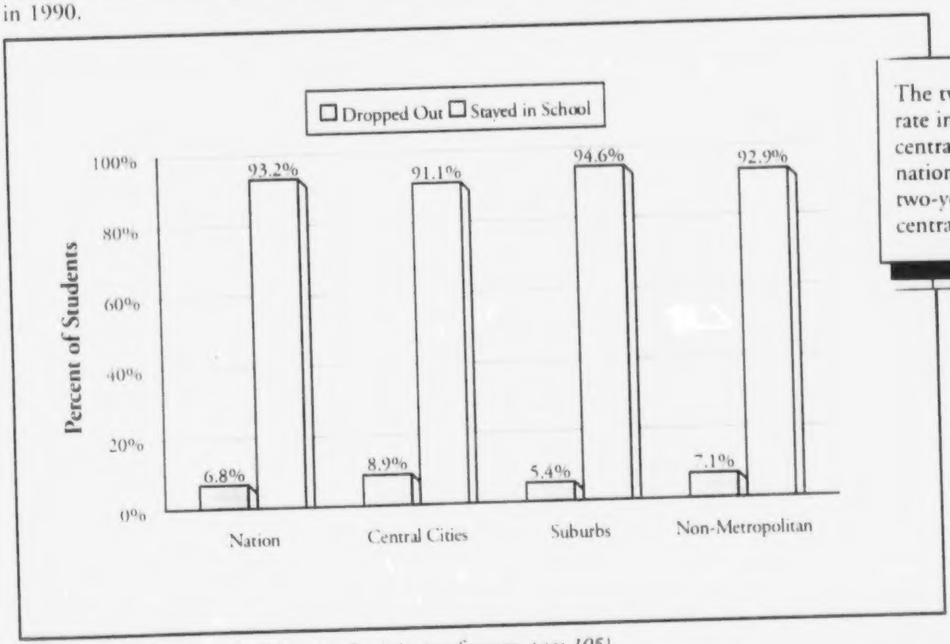
The single-year school dropout rate in 1990 was 5.7% in central cities compared to the national rate of 4.1%. The single-year retention rate in central cities was 94.3%.

*Figure 25*

*Source: National Center for Education Statistics (see footnote, page 105)*

## Cohort Dropout and Retention Rate

Percent of cohort entering 8th grade in 1988 which had dropped out or stayed in school by 10th grade in 1990.



The two-year cohort dropout rate in 1990 was 8.9% in central cities compared to the national rate of 6.8%. The two-year retention rate in central cities was 91.1%.

*Figure 26*

*Source: National Center for Education Statistics (see footnote, page 105)*

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## Change in Great City School Annual Dropout Rates

Percent of Great City School districts whose annual dropout rates increased or decreased between 1988-89 and 1990-91.

77.8% of Great City School districts had a decrease in their annual dropout rates between 1988-89 and 1990-91.

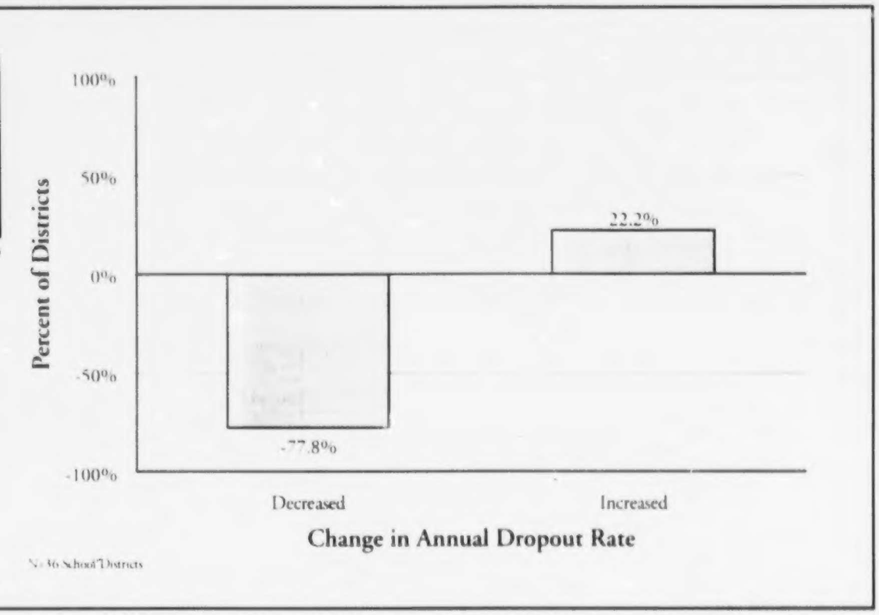

*Figure 27*

*Source: Council of the Great City Schools (see footnote, page 105)*

## Great City School Annual Dropout Rates

Percent of Great City School districts with annual dropout rates in specified intervals in 1988-89 and 1990-91.

The percent of Great City School districts whose annual dropout rate was above 15% declined from 11.1% in 1988-89 to 8.3% in 1990-91, while the percent below 5% increased from 0.0% to 11.1%.

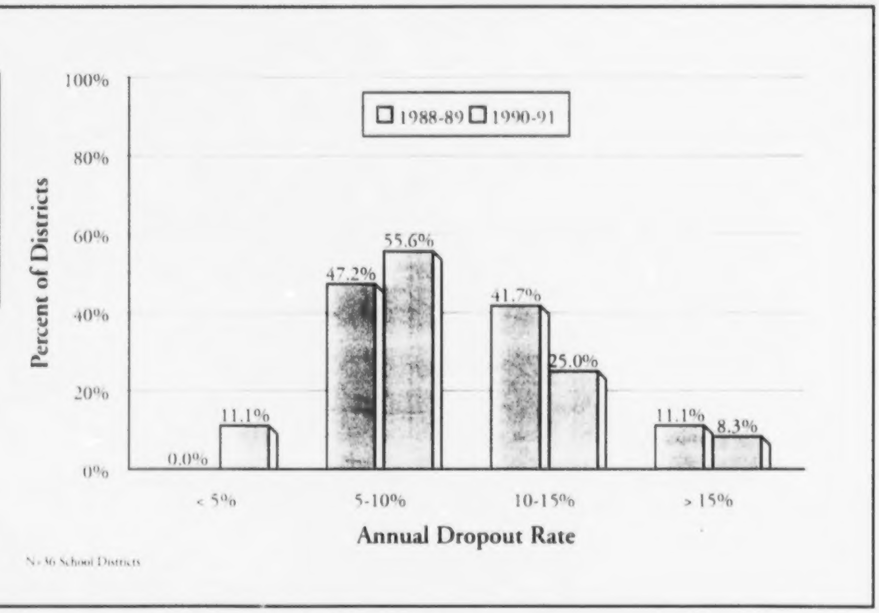

*Figure 28*

*Source: Council of the Great City Schools (see footnote, page 105)*

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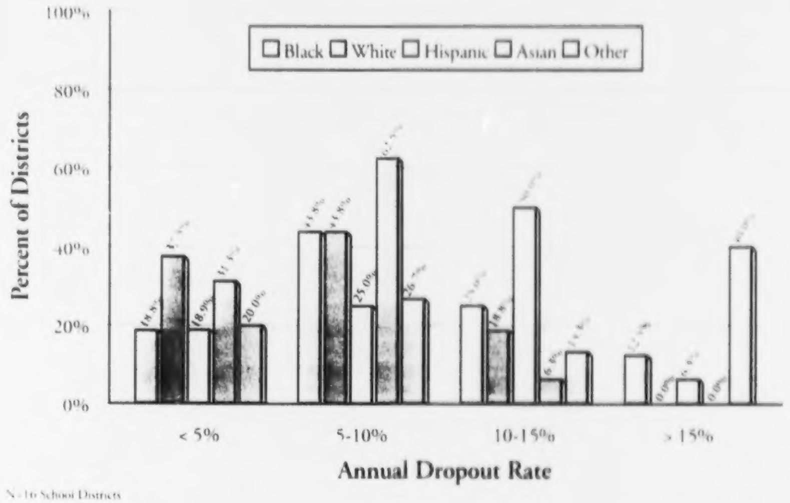
## Great City School Annual Dropout Rates by Race/Ethnicity

Percent of Great City School districts with annual dropout rates by race/ethnicity in specified intervals in 1990-91.



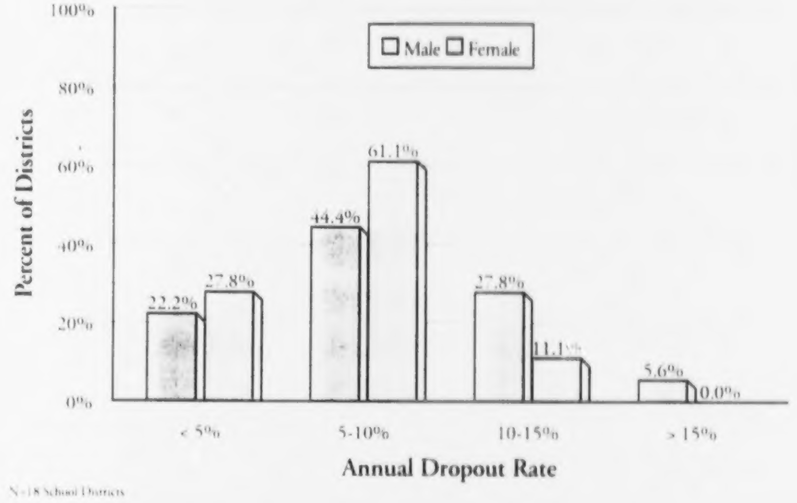
18.8% of Great City School districts had annual dropout rates among Black students of less than 5%, and 25.0% had rates between 10-15%. 31.3% of the districts had annual dropout rates among Asian students of less than 5% and 6.3% had rates between 10-15%.

***Figure 29***

*Source: Council of the Great City Schools (see footnote, page 105)*

## Great City School Annual Dropout Rates by Sex

Percent of Great City School districts with annual dropout rates by sex in specified intervals in 1990-91.



22.2% of Great City School districts had annual dropout rates among males of less than 5%, and 27.8% had rates between 10-15%. 27.8% of the districts had annual dropout rates among females of less than 5%, and 11.1% had rates between 10-15%.

***Figure 30***

*Source: Council of the Great City Schools (see footnote, page 105)*

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## Change in Great City School Four Year Dropout Rates

Percent of Great City School districts whose four year dropout rates increased or decreased between 1988-89 and 1990-91.

50.0% of Great City School districts had a decrease in their four year dropout rates between 1988-89 and 1990-91.

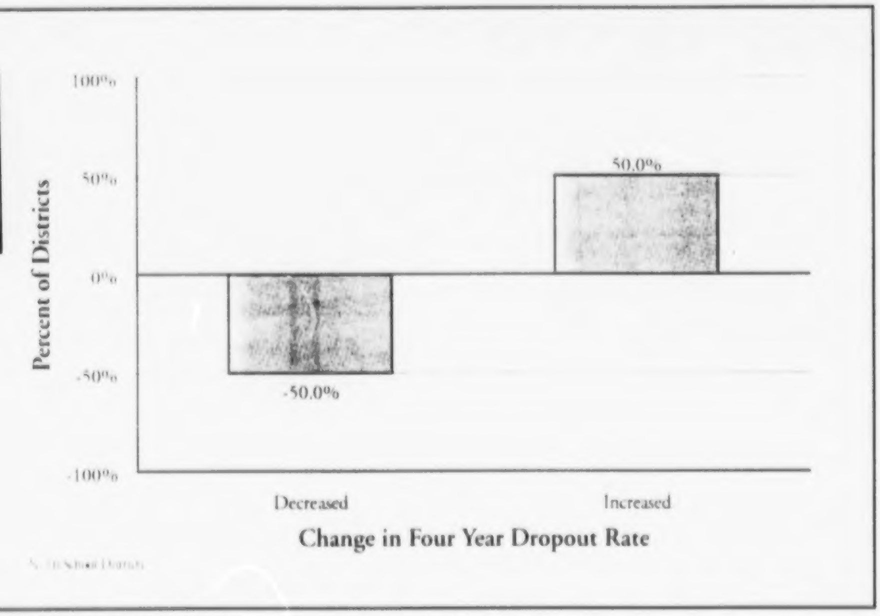

*Figure 31*

*Source: Council of the Great City Schools (see footnote, page 105)*

## Great City School Four Year Dropout Rates

Percent of Great City School districts with four year dropout rates in specified intervals in 1988-89 and 1990-91.

The percent of Great City School districts whose four year dropout rates were between 25-35% declined from 43.8% in 1988-89 to 37.5% in 1990-91, and the percent between 15-25% rose from 18.8% to 25.0%.

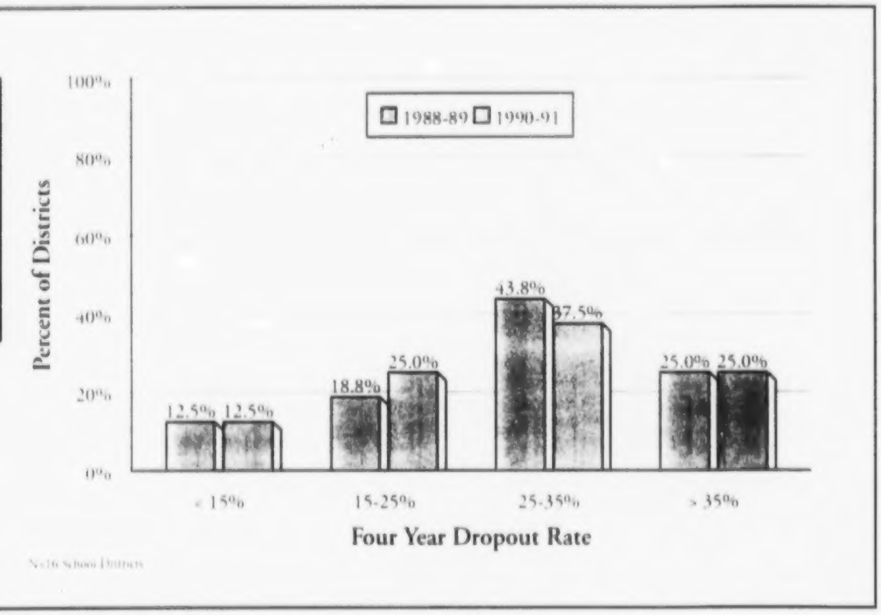

*Figure 32*

*Source: Council of the Great City Schools (see footnote, page 105)*

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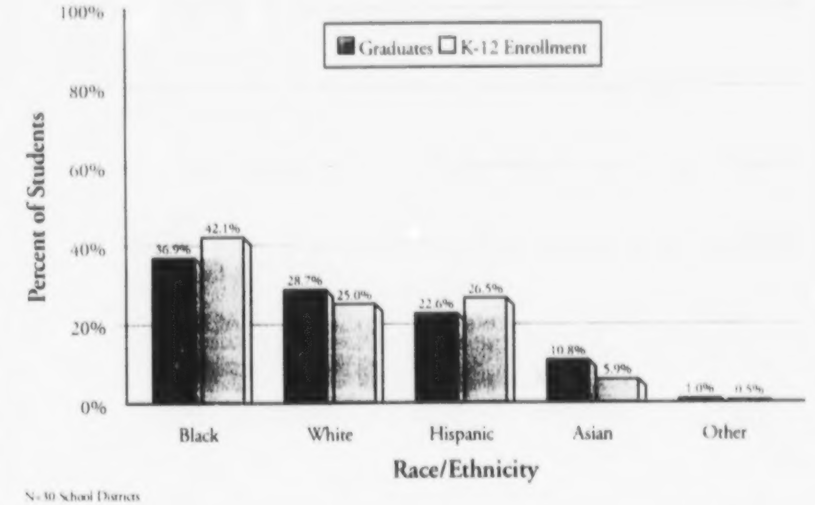
## Great City School Graduates by Race/Ethnicity

Percent of Great City School graduates by race/ethnicity compared to each race's share of total Great City School K-12 enrollment in 1990-91.



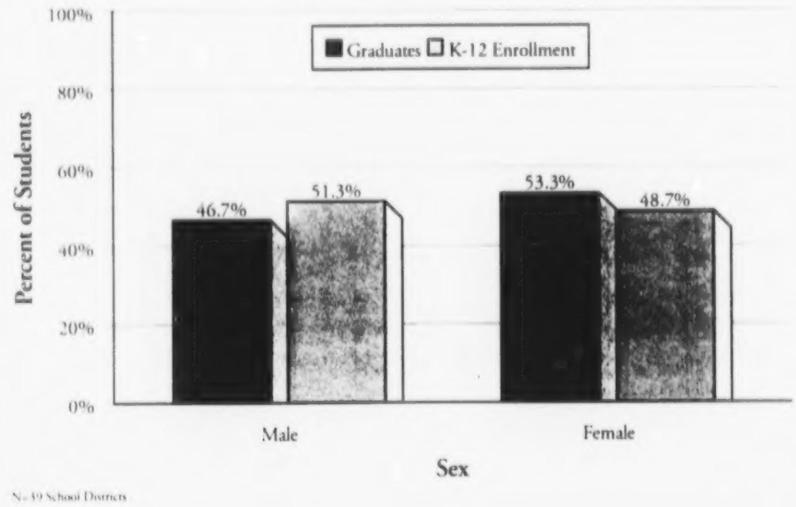
The percent of students graduating from the Great City Schools who were white was 28.7% compared to 25.0% of the total K-12 enrollment. 22.6% of graduating students were Hispanic compared to 26.5% of the total K-12 enrollment.

*Figure 33*

*Source: Council of the Great City Schools (see footnote, page 106)*

## Great City School Graduates by Sex

Percent of Great City School graduates by sex compared to each sex's share of total Great City School K-12 enrollment in 1990-91.



The percent of students graduating from the Great City Schools who were male was 46.7% compared to 51.3% of the total K-12 enrollment. 53.3% of graduating students were female compared to 48.7% of the total K-12 enrollment.

*Figure 34*

*Source: Council of the Great City Schools (see footnote, page 106)*

## Goal 3: Improved Academic Achievement

**By the year 2000, schools and communities will demonstrate high expectations for all learners so that urban students will attain a level of achievement that will allow them to successfully compete with students nationally and internationally in our global community.**

**Objectives:**

- To close the gap in academic achievement between urban and suburban schools.
- To continue to close gaps in academic achievement among urban students of all racial, ethnic, cultural and socioeconomic backgrounds and disabilities.
- To improve the distribution of student test scores across all four quartiles.
- To increase the numbers of students who take the SAT or ACT and to boost the average system-wide scores annually.
- To demonstrate achievement scores that equal or exceed norms on nationally standardized tests.
- To increase the enrollment of urban students in advanced courses in math and science and other preparatory courses.
- To increase enrollment of urban students in core curriculum subjects.

# Improved Academic Achievement

The primary goal of the Great City Schools is to boost the learning and achievement of their students to at least the national average, regardless of the starting points, constraints or educational challenges. Our charge is to deliver quality education to all our students, whether they are poor, disadvantaged, minority, limited English proficient, gifted or talented. The findings in this section mirror other national data showing that while urban schools are making considerable progress, there is still a good deal of room for improvement.

About 32.0% of Great City School students scored in the bottom quarter in reading achievement, on the standardized norm-referenced reading test used in their districts, while 18.2% scored in the top. A total of 40.4% of these students were above the 50th percentile. 40.6% of Great City School students in grades K-6 scored above the 50th percentile in reading, as did 39.0% of students in grades 7-8, and 44.4% of students in grades 9-12. The rates above the 50th percentile differ considerably by group. Some 33.4% of African-American students in grades K-6 scored above the norm in reading, as did 28.0% of students in grades 7-8, and 32.8% of students in grades 9-12. Some 60.5% of white students in grades K-6 scored above the 50th percentile in reading, as did 62.0% of students in grades 7-8, and 63.7% of students in grades 9-12. About 30.4% of Hispanic students in grades K-6 scored above the 50th percentile in reading, as did 28.2% in grades 7-8, and 31.7% in grades 9-12. And 43.7% of Asian-American students in grades K-6 scored above norms in reading, as did 44.0% in grades 7-8, and 36.8% in grades 9-12. Girls out-scored boys at all grade levels in reading achievement.

The patterns were similar but not identical in math achievement. Slightly more students scored in the bottom quarter in math; yet considerably more students also scored in the top quartile. Math achievement in grades K-6 was considerably better than reading achievement. Math achievement was similar to reading achievement by race except that African-American and Hispanic students did better in math achievement in grades K-6 than they did in reading, and Asian-American students did considerably better in math achievement than in reading at all grades. Females out-scored males in math achievement until grades 9-12, where males did better. In addition, only 36.1% of Great City School students had passed first year algebra by the end of 10th grade, including 31.8% of African-American students, 46.9% of whites, 25.7% of Hispanics, and 51.8% of Asian-Americans.

The data also show that 68.9% of Great City School districts reported increases in reading and math scores between 1988-89 and 1990-91 in all elementary grades, and 48.9% reported increases in all secondary grades. About 31.1% reported increases in some but not all elementary grades, and 51.1% showed similar trends in secondary grades. No districts reported universal decreases in reading and math scores at the elementary and secondary grade level.

Noteworthy among the good news is that Great City School advanced course completion rates exceeded national averages. Some 5.2% of Great City School 11th-12th graders had successfully passed an advanced English course, 3.3% had in Math, and 3.3% had in Science. Finally, about 84.5% of Great City School districts used some form of site-based management in at least some of their schools; 91.1% used magnet schools; 73.3% used public school choice programs; and 68.8% used some form of alternative assessment to increase the pace by which their students learn.

# Goal 3: Improved Academic Achievement

### How Are We Doing: At-a-Glance

- 40.5% of GCS students in grades K-6 scored above the 50th percentile on a standardized norm-referenced reading achievement test, 39.0% did in 7-8, and 44.4% did in 9-12 in 1990-91.

- 33.4% of GCS African-American students scored above the 50th percentile on a standardized norm-referenced reading achievement test in grades K-6, 28.0% did in 7-8, and 32.8% did in 9-12; 60.5% of GCS white students scored above the 50th percentile in grades K-6, 62.0% did in 7-8, and 63.7% did in 9-12; 30.4% of GCS Hispanic students scored above the 50th percentile in grades K-6, 28.2% did in 7-8, and 31.7% did in 9-12; 43.7% of GCS Asian-American students scored above the 50th percentile in grades K-6, 44.0% did in 7-8, and 36.8% did in 9-12 in 1990-91.

- 39.4% of GCS male students scored above the 50th percentile on a standardized norm-referenced reading achievement test in grades K-6, 38.1% did in 7-8, and 43.0% did in 9-12; 45.2% of GCS female students scored above the 50th percentile in grades K-6, 43.6% did in 7-8, and 46.2% did in 9-12 in 1990-91.

- 51.1% of GCS students in grades K-6 scored above the 50th percentile on a standardized norm-referenced math achievement test, 42.4% did in 7-8, and 39.7% did in 9-12 in 1990-91.

- 40.1% of GCS African-American students scored above the 50th percentile on a standardized norm-referenced math achievement test in grades K-6, 30.5% did in 7-8, and 32.1% [illegible] in 9-12; 66.2% of GCS white students scored above the 50th percentile in grades K-6, 62.3% did in 7-8, and 62.8% did in 9-12; 43.6% of GCS Hispanic students scored above the 50th percentile in grades K-6, 33.8% did in 7-8, and 33.9% did in 9-12; 66.2% of GCS Asian-American students scored above the 50th percentile in grades K-6, 67.2% did in 7-8, and 65.8% did in 9-12 in 1990-91.

- 50.1% of GCS male students scored above the 50th percentile on a standardized norm-referenced math achievement in grades K-6, 42.6% did in 7-8, and 48.0% did in 9-12; 52.3% of GCS female students scored above the 50th percentile in grades K-6, 45.5% did in 7-8, and 46.7% did in 9-12 in 1990-91.

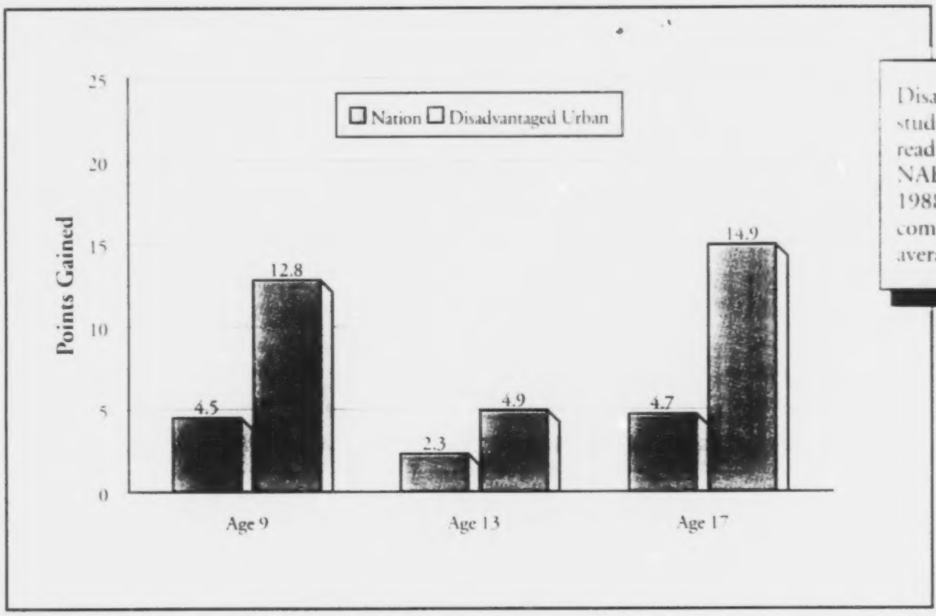
- 68.9% of GCS reported increases in reading and math achievement test scores in all elementary grades between 1988-89 and 1990-91, 31.1% reported increases in some but not all elementary grades, and none reported a decrease; 48.9% of GCS reported increases in reading and math scores in all secondary grades between 1988-89 and 1990-91, 51.1% reported increases in some but not all secondary grades, and none reported declines in scores.

- 36.1% of GCS students had completed first year Algebra by the end of 10th grade; 31.8% of African-American students did, 46.9% of white students did, 25.7% of Hispanic students did, 51.8% of Asian-American students did, 33.4% of male student students did, and 39.1% of female students did in 1990-91.

- 5.2% of all GCS 11-12th graders had completed either an Advanced Placement or International Baccalaureate course in English, 3.3% had in Math, and 3.3% had in Science in 1990-91.

## Reading

Number of points gained (500 point scale) on National Assessment of Educational Progress (NAEP) reading tests among disadvantaged urban youth compared to the nation by age level between 1970-71 and 1988-89.



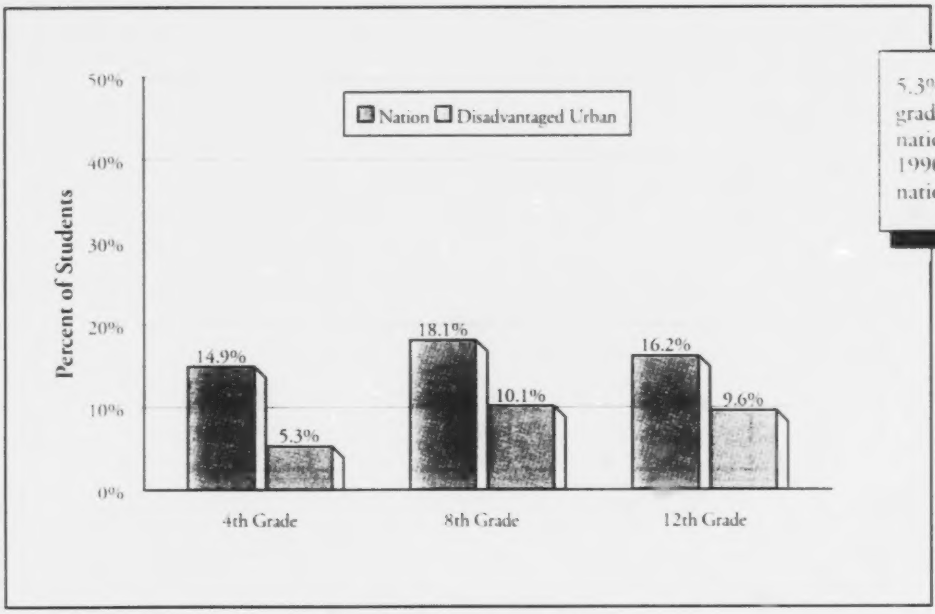
Disadvantaged nine year old students increased their reading achievement on NAEP between 1970-71 and 1988-89 by 12.8 points compared to the national average of 4.5 points.

*Figure 35*

*Source: National Assessment of Educational Progress (see footnote, page 106)*

## Mathematics

Percent of disadvantaged urban students meeting national mathematics standards compared to the nation in 1990.



5.3% of disadvantaged 4th grade urban students met national math standards in 1990 compared to the national average of 14.9%.

*Figure 36*

*Source: National Assessment Governing Board (see footnote, page 106)*

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## Great City School Reading Achievement

Percent of Great City School students scoring in each quarter on a standardized norm-referenced reading test in 1990-91. (25% of students are expected to score in each quarter.)

32.0% of Great City School students scored in the bottom quarter on a norm-referenced reading test; 18.2% scored in the top quarter.

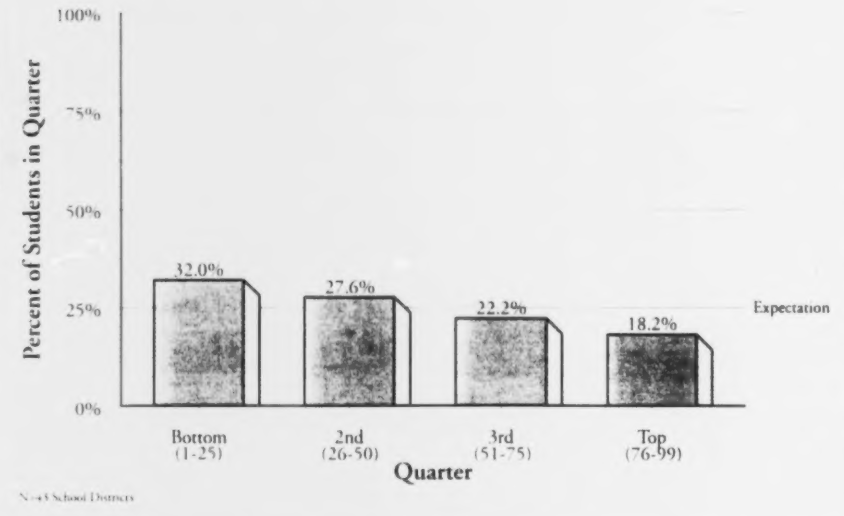

*Figure 37*

*Source: Council of the Great City Schools (see footnote, page 106)*

## Great City School Reading Achievement by Grade

Percent of Great City School students by grade span scoring above the 50th percentile on a standardized norm-referenced reading test in 1990-91. (50% of students are expected to score above the 50th percentile.)

40.6% of Great City School students in grades K-6 scored above the 50th percentile on a norm-referenced reading test.

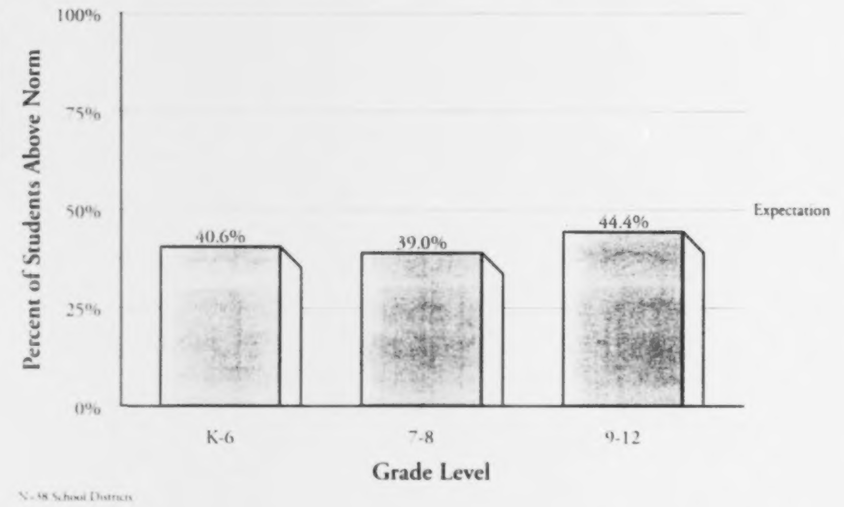

*Figure 38*

*Source: Council of the Great City Schools (see footnote, page 106)*

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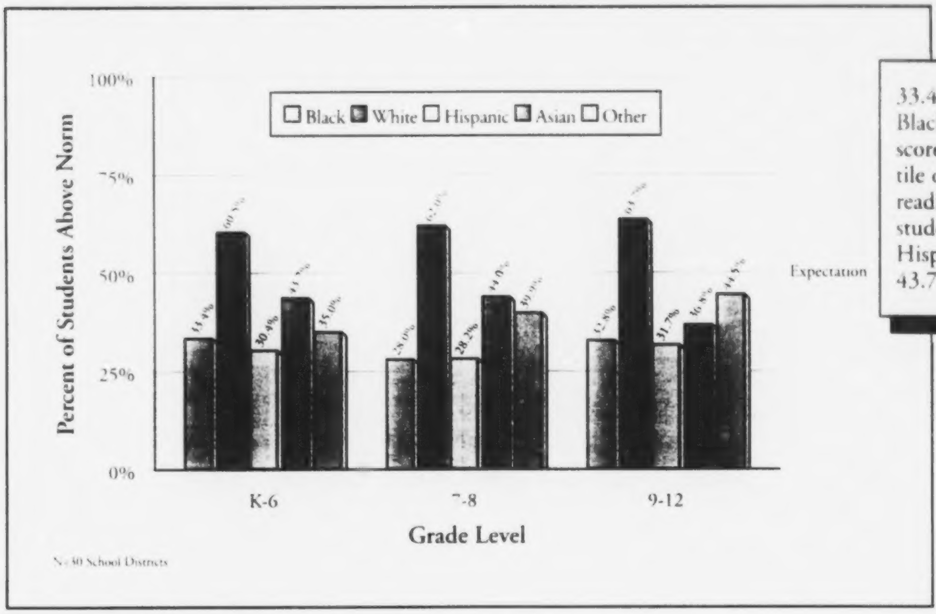
## Great City School Reading Achievement by Race/Ethnicity

Percent of Great City School students scoring above the 50th percentile on a standardized norm-referenced reading test by grade span and race/ethnicity in 1990-91. (50% of students are expected to score above the 50th percentile.)



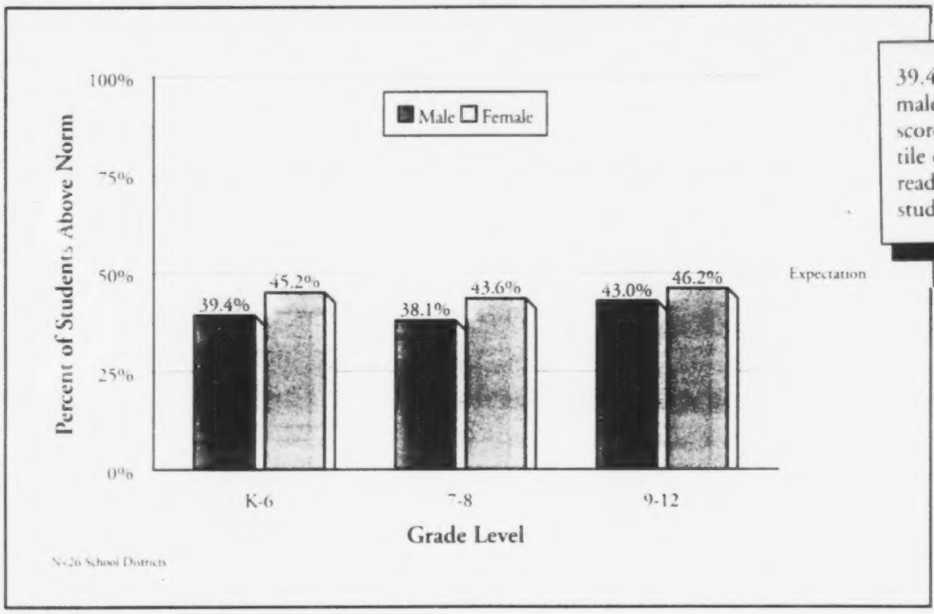
33.4% Great City School Black students in grades K-6 scored above the 50th percentile on a norm-referenced reading test; 60.5% of white students did; 30.4% of Hispanic students did; and 43.7% of Asian students did.

*Figure 39*

*Source: Council of the Great City Schools (see footnote, page 106)*

## Great City School Reading Achievement by Sex

Percent of Great City School students scoring above the 50th percentile on a standardized norm-referenced reading test by grade span and sex in 1990-91. (50% of students are expected to score above the 50th percentile.)



39.4% of Great City School male students in grades K-6 scored above the 50th percentile on a norm-referenced reading test; 45.2% of female students did.

*Figure 40*

*Source: Council of the Great City Schools (see footnote, page 106)*

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## Great City School Math Achievement

Percent of Great City School students scoring in each quarter on a standardized norm-referenced math test in 1990-91. (25% of students are expected to score in each quarter.)

27.8% of Great City School students scored in the bottom quarter on a norm-referenced math test; 25.4% scored in the top quarter.

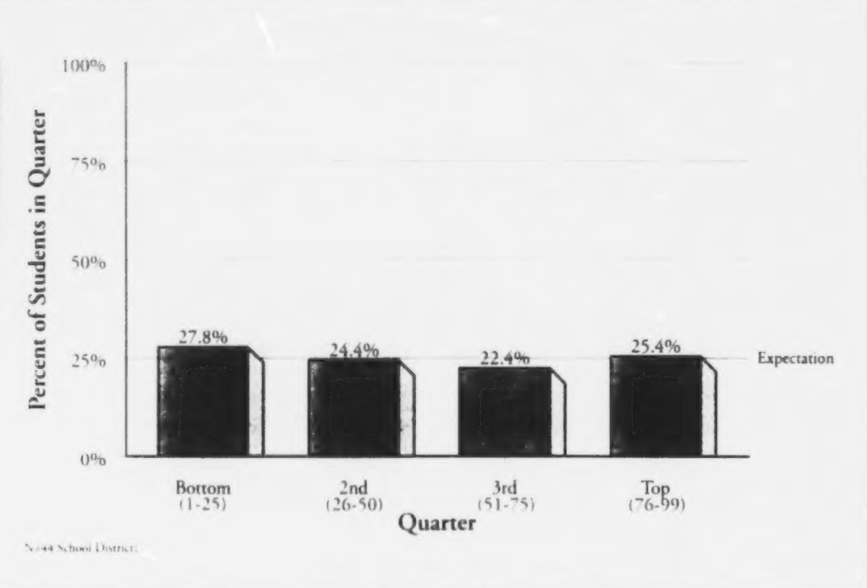


***Figure 41***

*Source: Council of the Great City Schools (see footnote, page 106)*

## Great City School Math Achievement by Grade

Percent of Great City School students by grade span scoring above the 50th percentile on a standardized norm-referenced math test in 1990-91. (50% of students are expected to score above the 50th percentile.)

51.1% of Great City School students in grades K-6 scored above the 50th percentile on a norm-referenced math test.

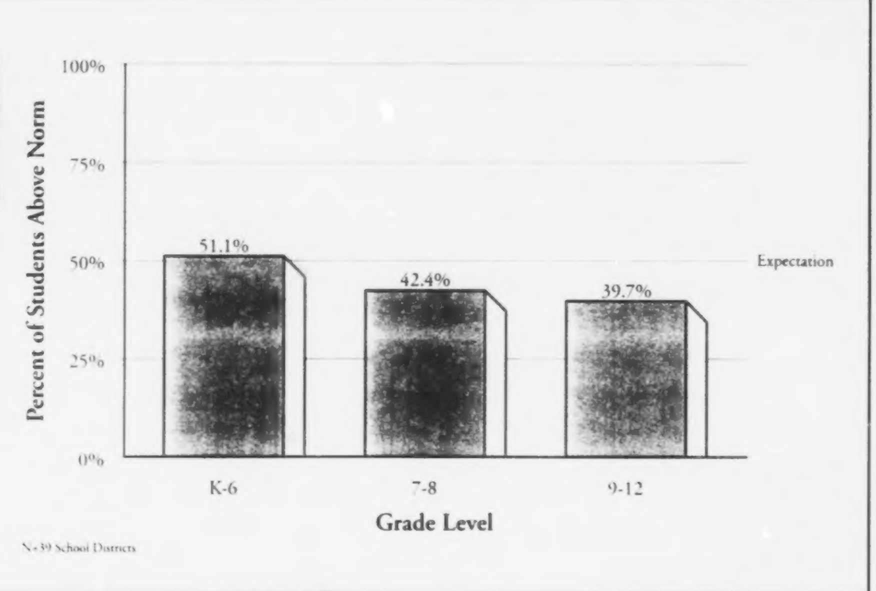
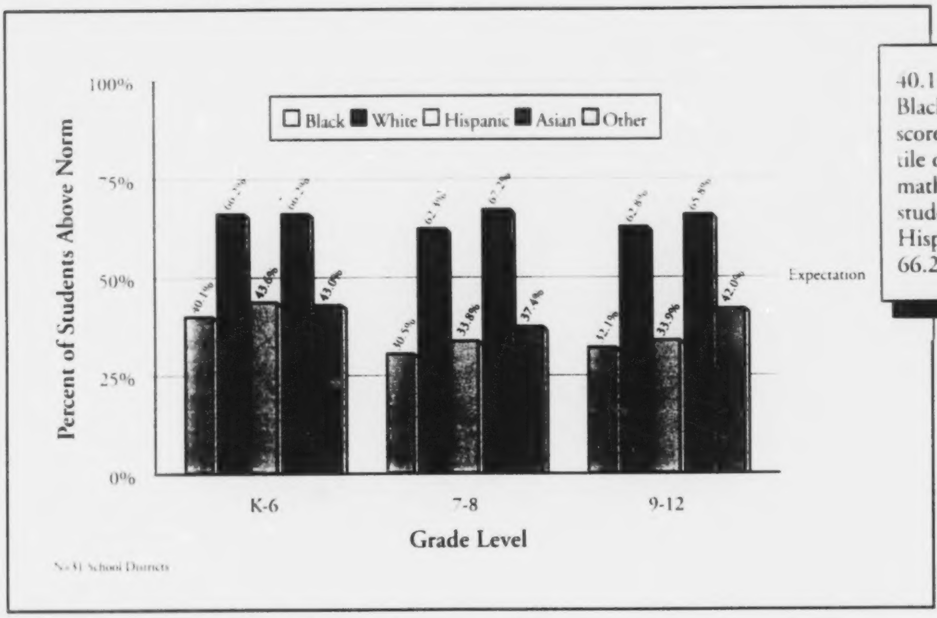


***Figure 42***

*Source: Council of the Great City Schools (see footnote, page 107)*

## Great City School Math Achievement by Race/Ethnicity

Percent of Great City School students scoring above the 50th percentile on a standardized norm-referenced math test by grade span and race/ethnicity in 1990-91. (50% of students are expected to score above the 50th percentile.)



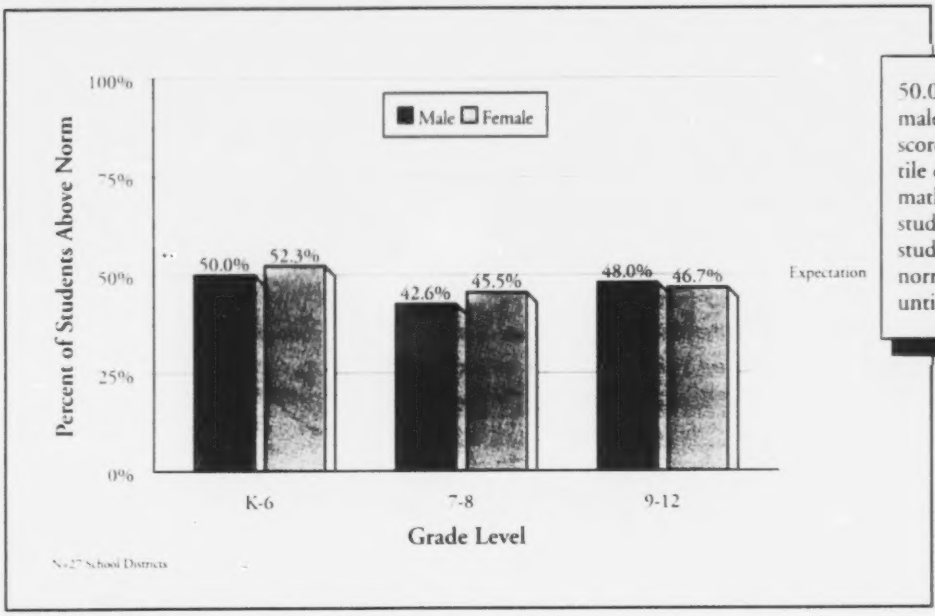
40.1% of Great City School Black students in grades K-6 scored above the 50th percentile on a norm-referenced math test; 66.2% of white students did, 43.6% of Hispanic students did; and 66.2% of Asian students did.

*Figure 43*

*Source: Council of the Great City Schools (see footnote, page 107)*

## Great City School Math Achievement by Sex

Percent of Great City School students scoring above the 50th percentile on a standardized norm-referenced math test by grade span and sex in 1990-91. (50% of students are expected to score above the 50th percentile.)



50.0% of Great City School male students in grades K-6 scored above the 50th percentile on a norm-referenced math test; 52.3% of female students did. More female students scored above the norm than males in all grades until grades 9-12.

*Figure 44*

*Source: Council of the Great City Schools (see footnote, page 107)*

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## Change in Great City School Reading and Math Achievement in Elementary Grades

Percent of Great City School districts whose elementary grade reading and math test scores increased or decreased between 1988-89 and 1990-91.

68.9% of Great City School districts had an increase in their reading and math test scores in all elementary grades between 1988-89 and 1990-91; 31.1% had increases in some but not all elementary grades.

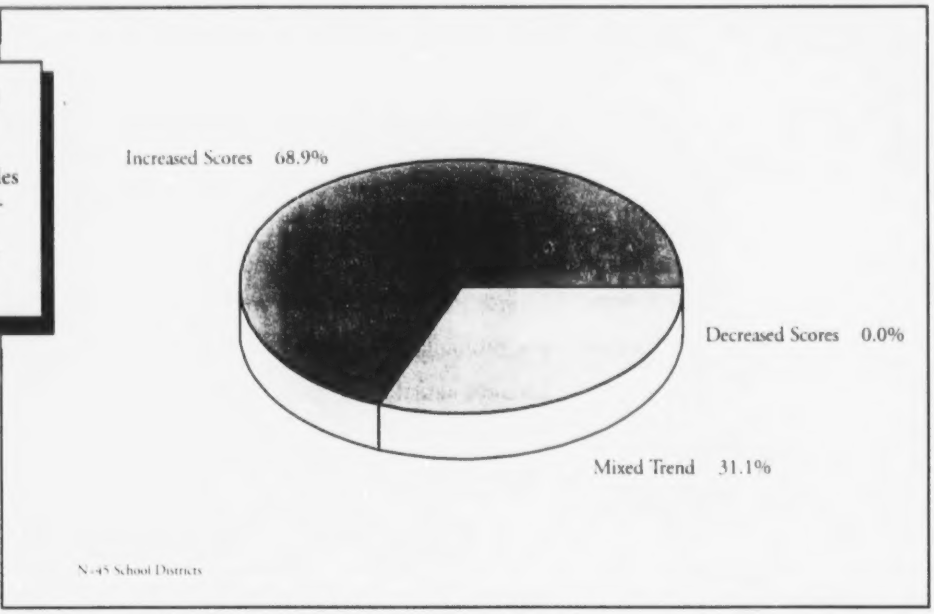


*Figure 45*

*Source: Council of the Great City Schools (see footnote, page 107)*

## Change in Great City School Reading and Math Achievement in Secondary Grades

Percent of Great City School districts whose secondary grade reading and math test scores increased or decreased between 1988-89 and 1990-91.

48.9% of Great City School districts had an increase in their reading and math test scores in all secondary grades between 1988-89 and 1990-91; 51.1% had increases in some but not all secondary grades.

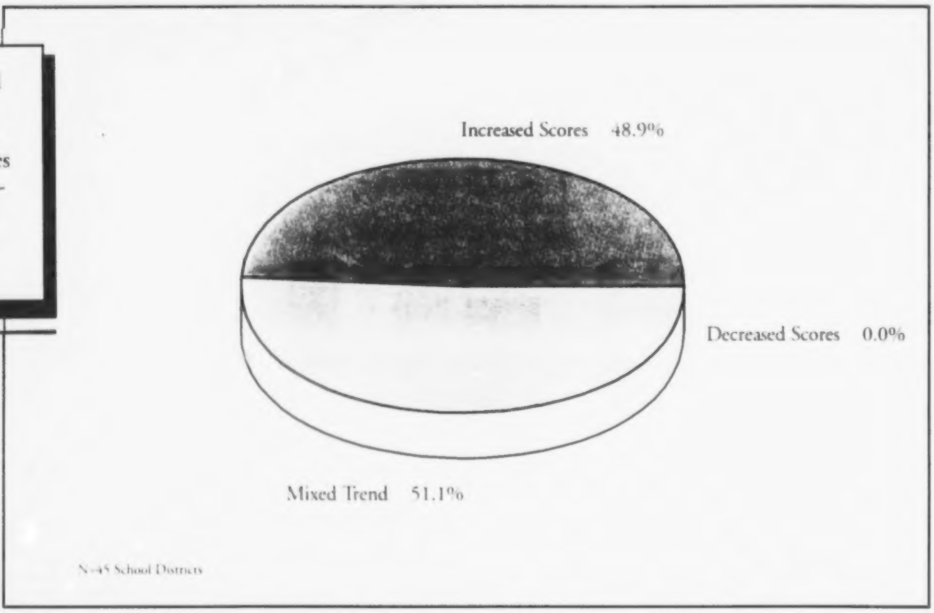
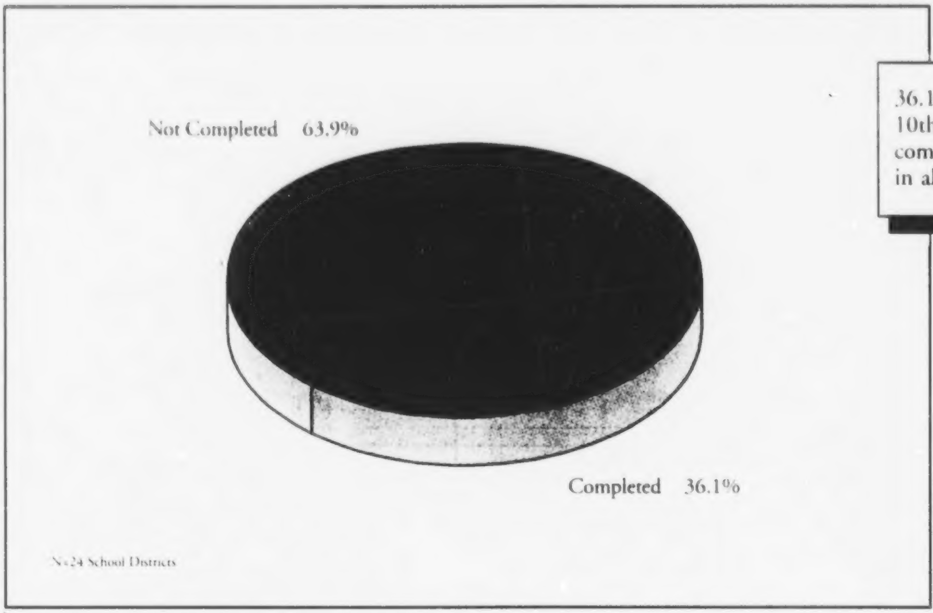


*Figure 46*

*Source: Council of the Great City Schools (see footnote, page 107)*

## Great City School First Year Algebra

Percent of Great City School students who by the end of 10th grade had completed a first year course in algebra in 1990-91.



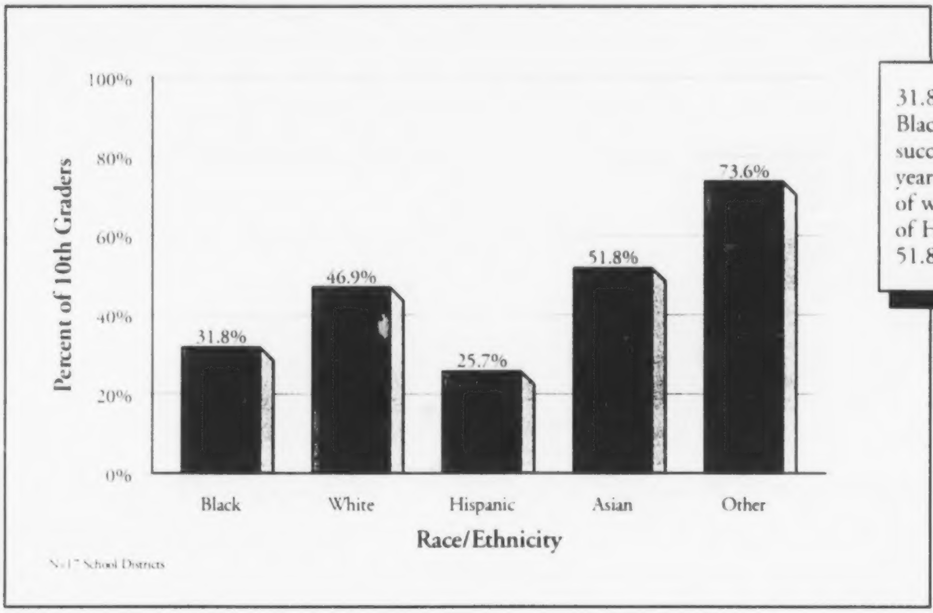
36.1% of Great City School 10th graders had successfully completed a first year course in algebra.

*Figure 47*

*Source: Council of the Great City Schools (see footnote, page 107)*

## Great City School First Year Algebra by Race/Ethnicity

Percent of Great City School students by race/ethnicity who by the end of 10th grade had completed a first year course in algebra in 1990-91.



31.8% of Great City School Black 10th graders had successfully completed a first year course in algebra; 46.9% of white students had; 25.7% of Hispanic students had; and 51.8% of Asian students had.

*Figure 48*

*Source: Council of the Great City Schools (see footnote, page 107)*

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## Great City School First Year Algebra by Sex

Percent of Great City School students by sex who by the end of 10th grade had completed a first year course in algebra in 1990-91.

33.4% of Great City School male 10th graders had successfully completed a first year course in algebra; 39.1% of female students had.

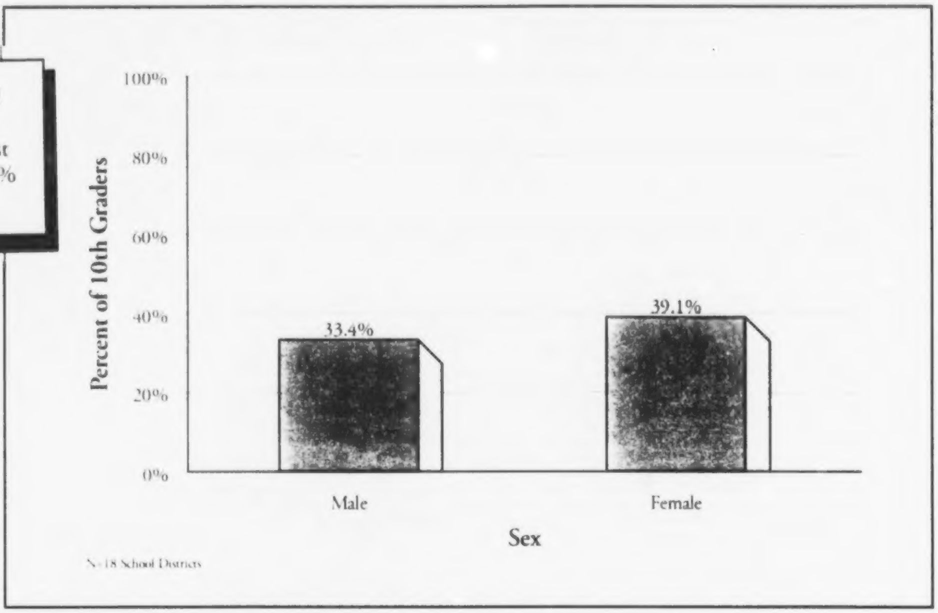


*Figure 49*

*Source: Council of the Great City Schools (see footnote, page 107)*

## Great City School Advanced Course Completion

Percent of Great City School students in the 11th and 12th grades who had successfully completed either an Advanced Placement or International Baccalaureate course in English, Math or Science in 1990-91.

5.2% of Great City School 11th and 12th graders had successfully completed an advanced course in English; 3.3% had in math; and 3.3% had in science. All rates were above national averages.

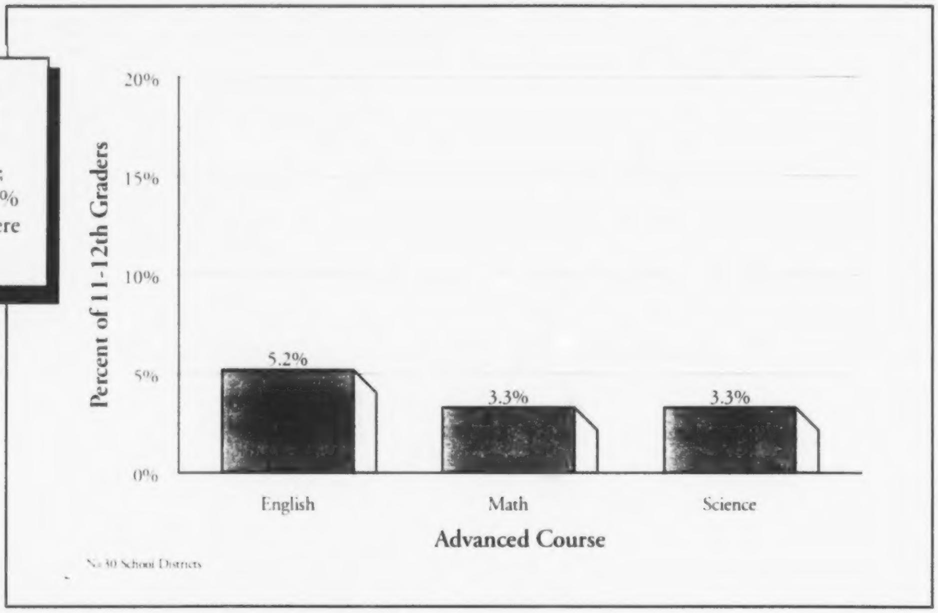
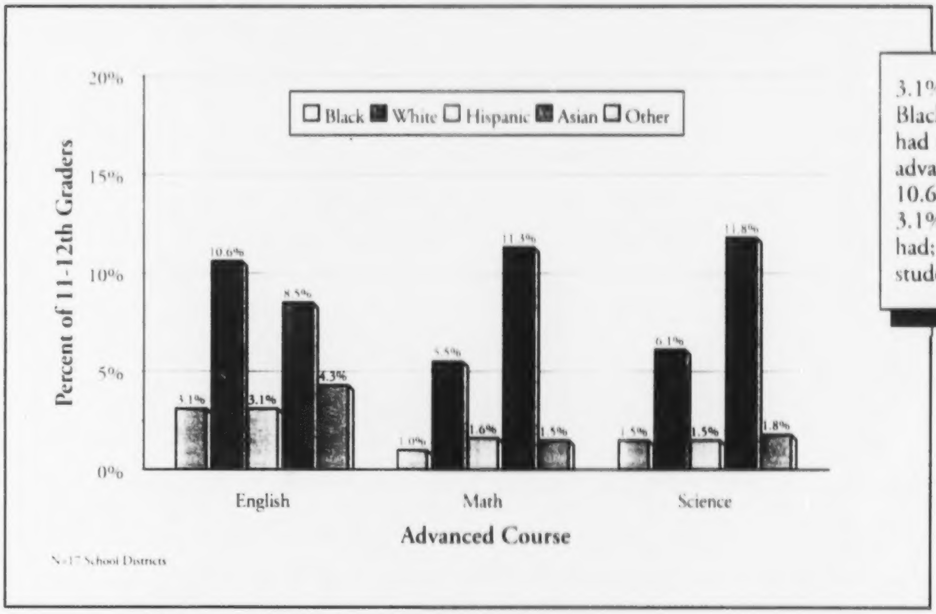


*Figure 50*

*Source: Council of the Great City Schools (see footnote, page 107)*

## Great City School Advanced Course Completion by Race/Ethnicity

Percent of Great City School students in the 11th and 12th grades by race/ethnicity who had successfully completed either an Advanced Placement or International Baccalaureate course in English, Math or Science in 1990-91.



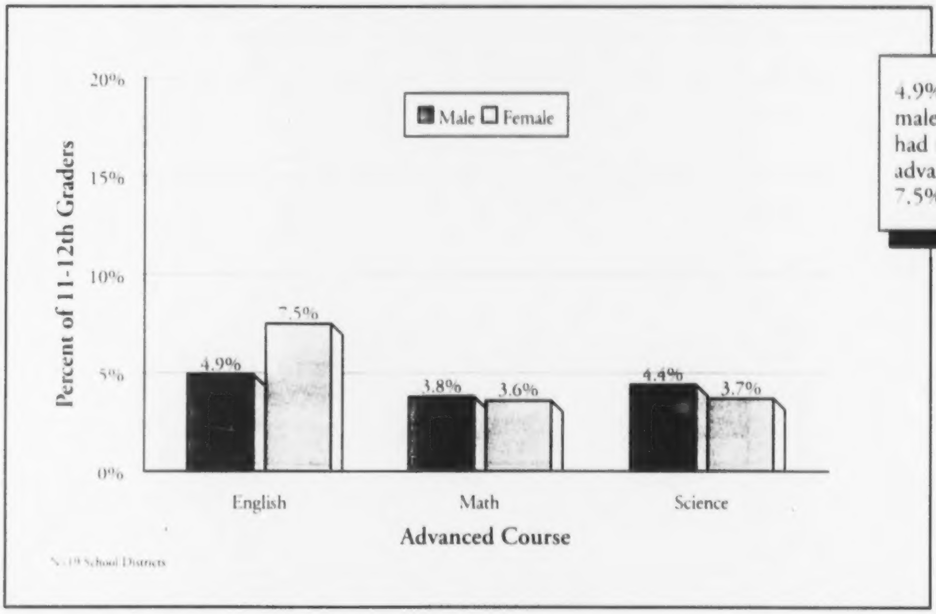
3.1% of Great City School Black 11th and 12th graders had successfully completed an advanced course in English; 10.6% of white students had; 3.1% of Hispanic students had; and 8.5% of Asian students had.

*Figure 51*

*Source: Council of the Great City Schools (see footnote, page 107)*

## Great City School Advanced Course Completion by Sex

Percent of Great City School students in the 11th and 12th grades by sex who had successfully completed either an Advanced Placement or International Baccalaureate course in English, Math or Science in 1990-91.



4.9% of Great City School male 11th and 12th graders had successfully completed an advanced course in English; 7.5% of female students had.

*Figure 52*

*Source: Council of the Great City Schools (see footnote, page 107)*

## Site-Based Management Programs

Percent of Great City School districts with site-based management programs in all, some, or none of their schools in 1990-91.

26.7% of Great City School districts used some form of site-based management in all of their schools; 57.8% used it in some of their schools; and 15.6% used no such program in any of their schools.

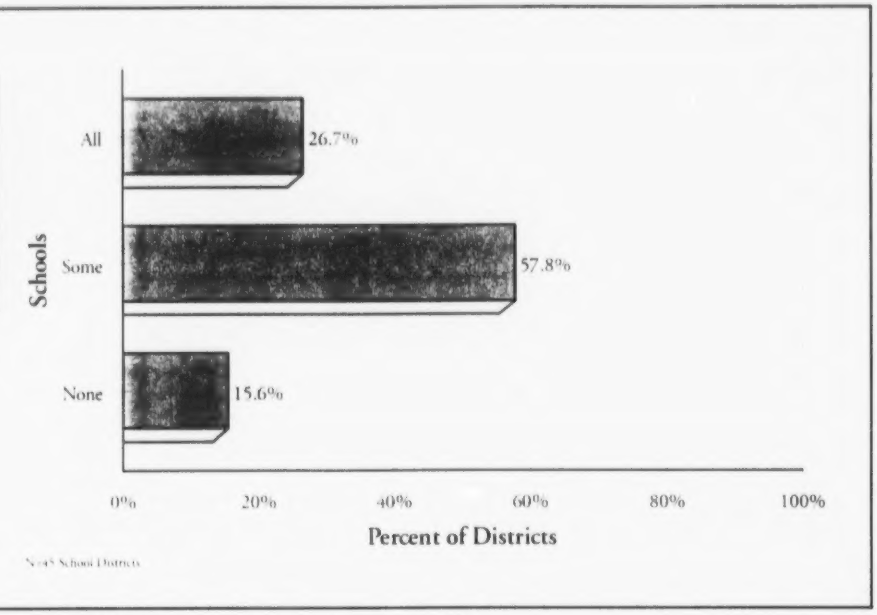


***Figure 53***

*Source: Council of the Great City Schools (see footnote, page 108)*

## Magnet Programs

Percent of Great City School districts with magnet programs in all, some, or none of their schools in 1990-91.

4.4% of Great City School districts provided some form of magnet program in all of their schools; 86.7% provided a program in some of their schools; and 8.9% provided no such program in any of their schools.

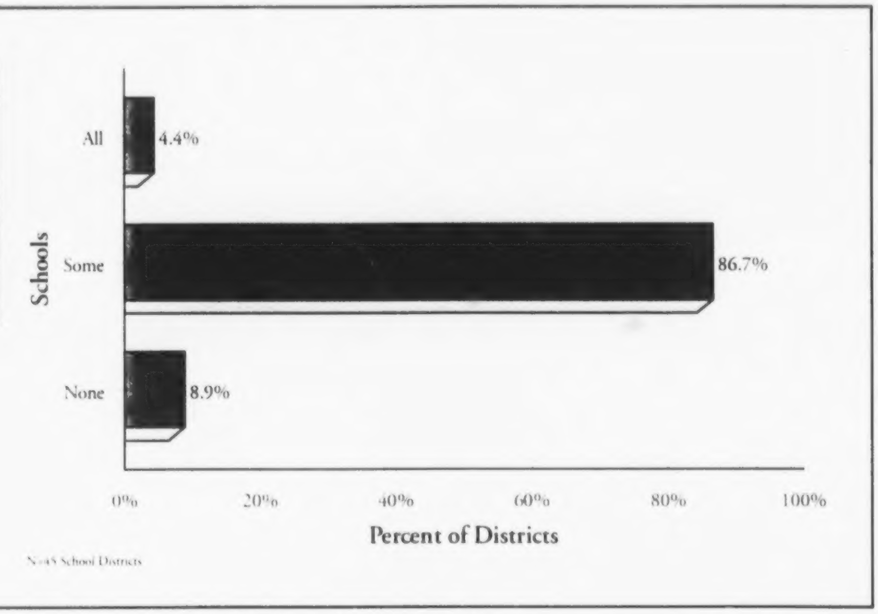
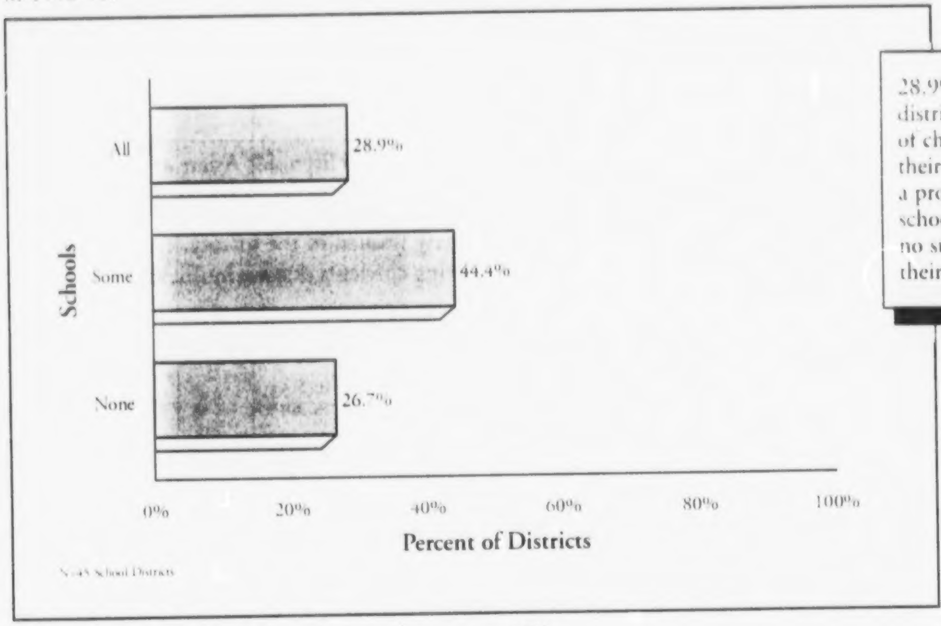


***Figure 54***

*Source: Council of the Great City Schools (see footnote, page 108)*

## Choice Programs

Percent of Great City School districts with choice programs in all, some, or none of their public schools in 1990-91.



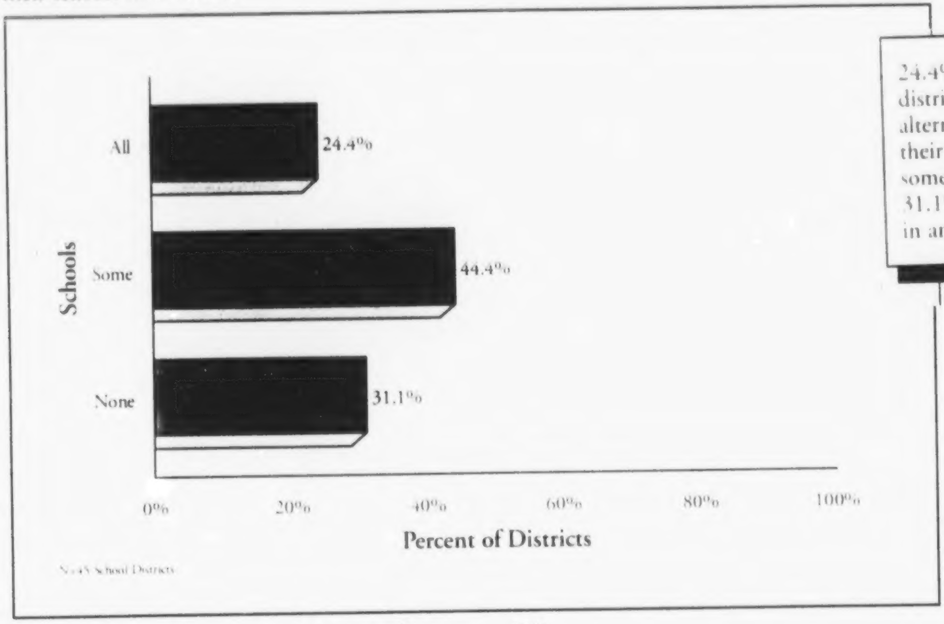
28.9% of Great City School districts provided some form of choice program in all of their schools; 44.4% provided a program in some of their schools; and 26.7% provided no such program in any of their schools.

*Figure 55*

*Source: Council of the Great City Schools (see footnote, page 108)*

## Alternative Assessment Programs

Percent of Great City School districts with alternative assessment programs in all, some, or none of their schools in 1990-91.



24.4% of Great City School districts used some form of alternative assessment in all of their schools; 44.4% used it in some of their schools; and 31.1% used no such program in any of their schools.

*Figure 56*

*Source: Council of the Great City Schools (see footnote, page 108)*

# Goal 4: Quality Teachers

**By the year 2000, urban schools will be adequately staffed with qualified teachers who are culturally and racially sensitive and who reflect the racial characteristics of their students.**

**Objectives:**

- To increase the percentage of African-American, Hispanic, Asian and Pacific Islanders, Native-Americans, and Alaska Native teachers in urban classrooms.
- To ensure that urban teachers are adequately trained in the history, culture and learning styles of students in city schools, using curricula that are multicultural and gender fair.
- To increase the overall number of urban teachers and the number of special area teachers.

# Quality Teachers

Standing between our urban children and a long life of economic deprivation and social dislocation are two people other than their parents: the teacher and the principal. If our children come to class in September and face a teacher with an emergency certificate, or an inexperienced teacher with no support system, or a teacher whose background is so different he or she cannot identify with and meet the needs of the children, or encounter an ever-changing string of substitutes, we cannot hope to provide that child with meaningful challenges that will enhance learning. Without qualified and dedicated professionals we stand to lose entire generations of children to negative forces outside the schoolhouse door. Teachers cannot counteract all the problems urban children bring to school with them in the morning or go home to in the evening, but they can plant the seeds to help children overcome many of them.

Our data on teachers is primarily demographic. Our findings do show that urban teachers were on duty for more days a year than previously thought. Great City School teachers worked an average of 187.4 days in 1990-91, including non-instructional days. In 38.6% of Great City School districts, teachers worked at least 190 days, including 6.8% of the districts where they worked over 200 days. (These figures do not necessarily correspond to the length of the students' school year.)

In addition, 98.6% of secondary grade English teachers in the Great City Schools were certified to teach English, 96.9% of secondary Math teachers were certified to teach Math, and 97.3% of Science teachers were certified to teach Science. Moreover, the average Great City School teacher earned about $36,650 in 1990-91, about 11.0% percent higher than the national average, though, often considerably lower than their surrounding suburban peers. In 1980-81, the average Great City School teacher earned 16.0% more than the national average. The shrinking pay advantage between urban teachers and the national average, particularly the suburban average, leaves many teacher recruits little incentive to teach in an inner city school system.

Finally, the demography of urban teachers does not match that of urban students. In 1990-91, about 24.3% of all Great City School K-5 teachers were African-American, 61.0% were white, 2.5% were Hispanic, and 11.8% were Asian-Americans. The patterns in grades 6-12 were similar. In addition, 13.7% of Great City School teachers in grades K-5 were male and 86.3% were female; 41.6% in grades 6-8 were male while 58.4% were female; and 45.8% in grades 9-12 were male while 54.2% were female.

Viewed from a different angle, these demographic patterns meant that there was one African-American teacher for every 25.4 African-American students in the Great City Schools, one white teacher for every 7.4 white students, one Hispanic teacher for every 62.9 Hispanic students, one Asian-American teacher for every 46.2 Asian-American students. Moreover, there was one male teacher for every 34.0 male students and one female teacher for every 12.3 female students.

The tremendous need for more minority teachers in the Great City Schools and more teachers to replace an aging work force has led the Great City School districts to institute programs to "grow their own" teachers, i.e., encourage K-12 students to consider teaching as a profession. In addition, 95.5% of Great City School districts provide some form of in-service training for their current teachers in urban culture or race relations.

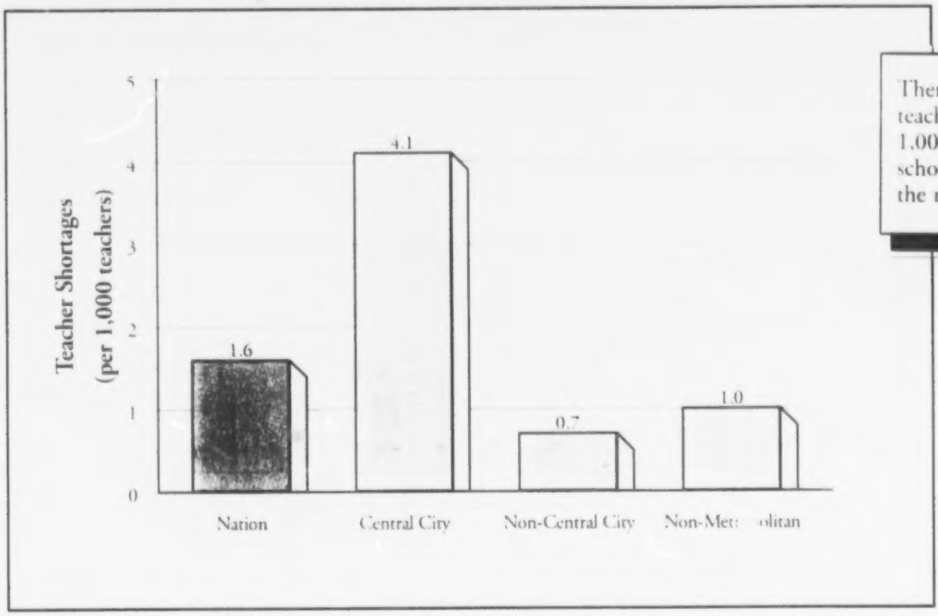
# Goal 4: Quality Teachers

### How Are We Doing: At-a-Glance

- Teachers in the average GCS district were on duty 187.4 days in 1990-91.
- 24.6% of GCS teachers in grades K-5 were African-American, 61.0% were white, 2.5% were Hispanic and 11.8% were Asian American; 24.8% of GCS teachers in grades 6-8 were African-American, 63.3% were white, 3.3% were Hispanic, and 8.2% were Asian-American; and 19.7% of GCS teachers in grades 9-12 were African-American, 71.1% were white, 1.8% were Hispanic, and 7.0% were Asian-American in 1990-91.
- 13.7% of GCS teachers in grades K-5 were male, and 86.3% were female; 41.6% of GCS teachers in grades 6-8 were male, and 58.4% were female; and 45.8% of GCS teachers in grades 9-12 were male, and 54.2% were female in 1990-91.
- On average there was one teacher for every 17.9 students in the GCS including teachers in special education and alternative programs in small class settings. There was one African- American teacher for every 25.4 African-American students, one white teacher for every 7.4 white students, one Hispanic teacher for every 62.9 Hispanic students, and one Asian-American teacher for every 46.2 Asian-American students in 1990-91.
- There was one male teacher for every 34.0 male students, and one female teacher for every 12.3 female students in 1990-91.
- The average GCS teacher salary in 1990-91 was $36,650.
- 98.6% of GCS secondary grade English teachers were certified to teach English, 96.9% of GCS secondary grade Math teachers were certified to teach Math, and 97.3% of secondary grade Science teachers were certified to teach Science.
- 88.9% of GCS systems provided some form of "future teacher" program in at least some of their schools.
- 95.5% of GCS systems provided some form of in-service training program in urban culture or race relations in at least some of their schools.

## Teacher Shortages

Number of unfilled teacher positions for every 1,000 teachers in cities in 1983 compared to the nation.



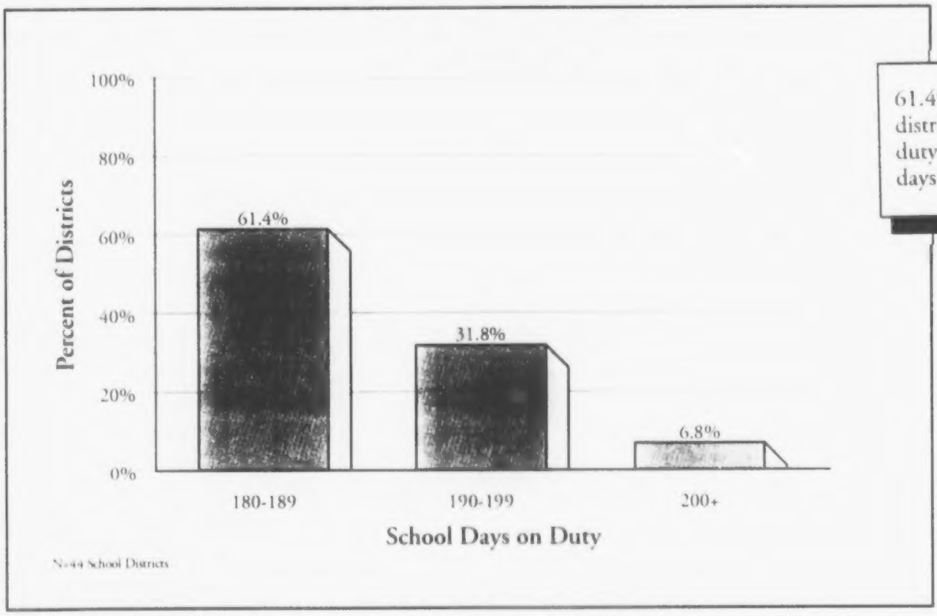
There were 4.1 unfilled teaching positions for every 1,000 teachers in central city schools in 1983, compared to the national average of 1.6.

*Figure 57*

*Source: U.S. Department of Education (see footnote, page 108)*

## Great City School Teacher Days on Duty

Percent of Great City School districts whose teachers were on duty within specified spans of days in 1990-91.



61.4% of Great City School districts had their teachers on duty between 180 and 189 days a year.

*Figure 58*

*Source: Educational Research Service and the Council of the Great City Schools (see footnote, page 108)*

## Great City School Teachers by Race/Ethnicity and Grade

Percent of Great City School teachers by race/ethnicity in specified grade spans in 1990-91.

24.3% of Great City School teachers in grades K-5 were Black, 61.0% were white, 2.5% were Hispanic, and 11.8% were Asian.

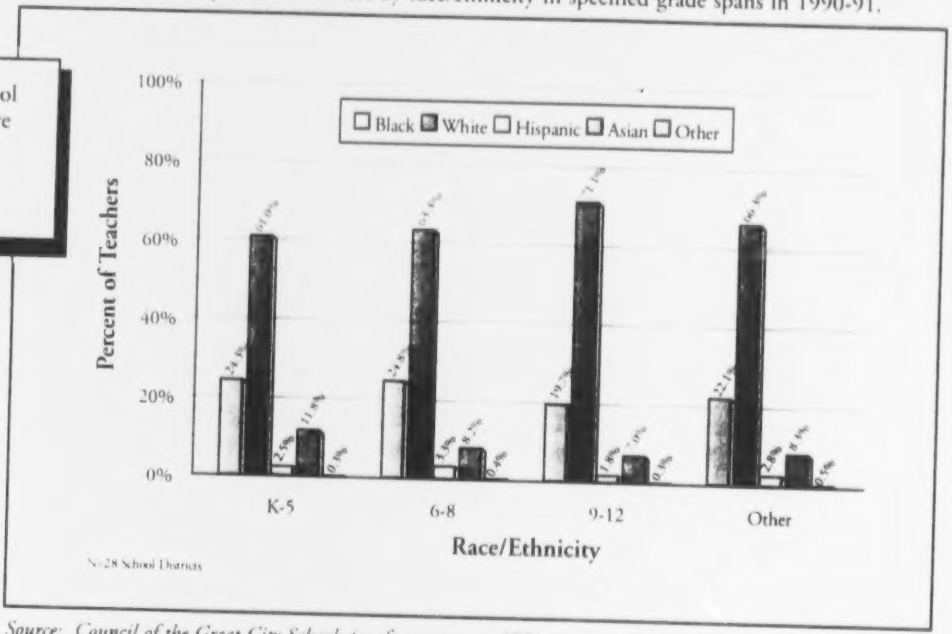


*Figure 59*

*Source: Council of the Great City Schools (see footnote, page 108)*

## Great City School Teachers by Sex and Grade

Percent of Great City School teachers by sex in specified grade spans for 1990-91.

13.7% of Great City School teachers in grades K-5 were male; 86.3% were female.

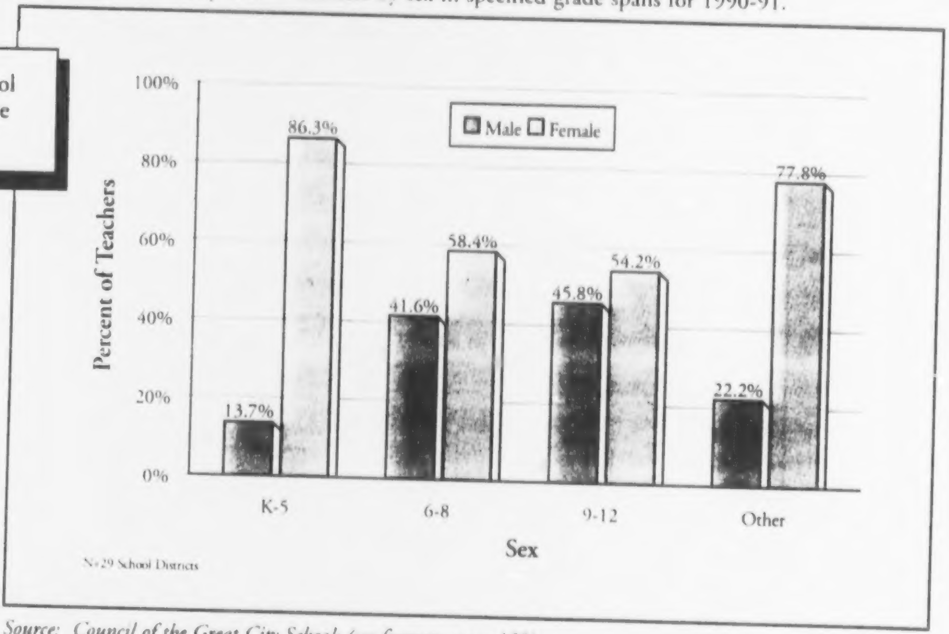


*Figure 60*

*Source: Council of the Great City Schools (see footnote, page 108)*

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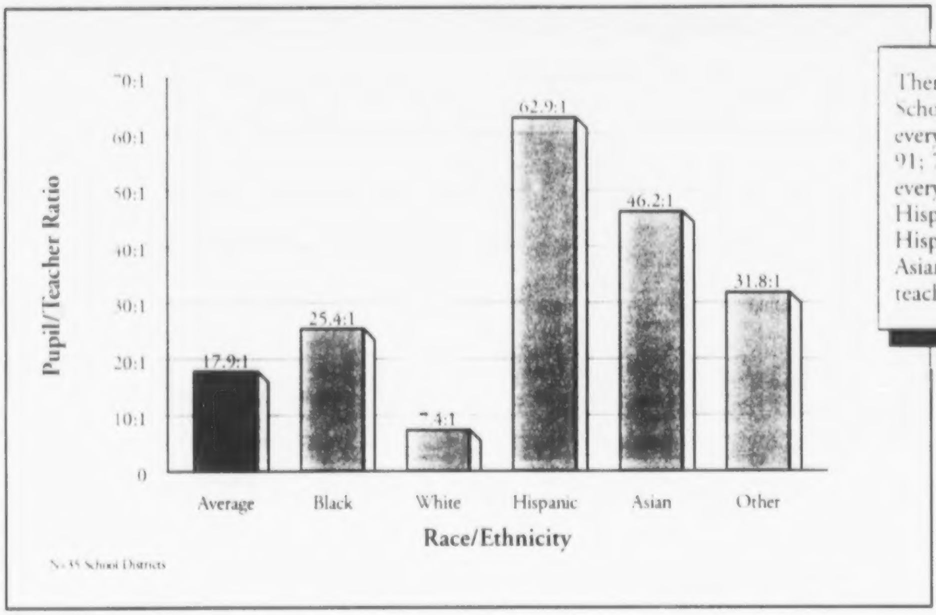
## Great City School Pupil/Teacher Ratios by Race/Ethnicity

Number of Great City School students per teacher by race/ethnicity in 1990-91.



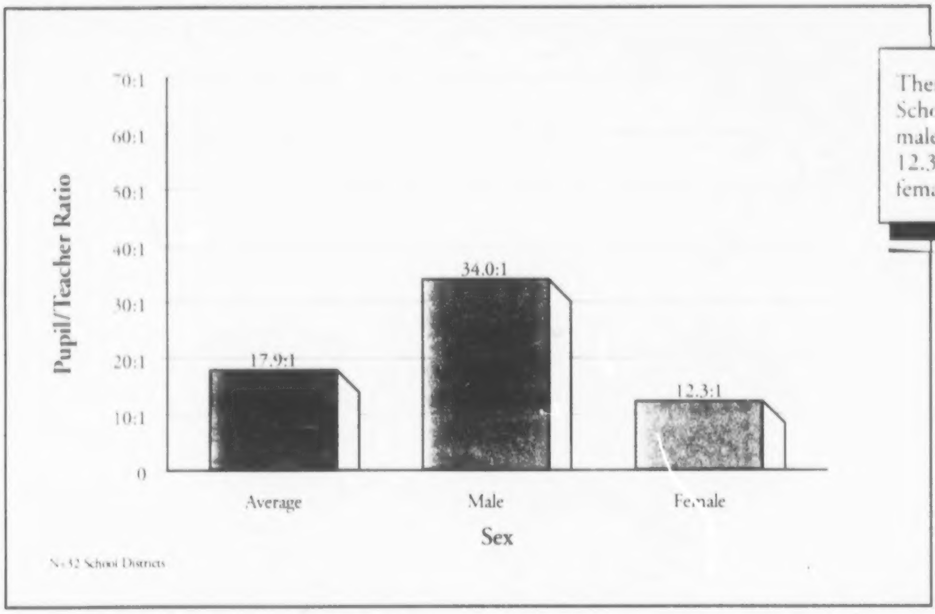
There were 25.4 Great City School Black students for every Black teacher in 1990-91; 7.4 white students for every white teacher; 62.9 Hispanic students for every Hispanic teacher; and 46.2 Asian students for every Asian teacher.

***Figure 61***

*Source: Council of the Great City Schools (see footnote, page 108)*

## Great City School Pupil/Teacher Ratios by Sex

Number of Great City School students per teacher by sex in 1990-91.



There were 34.0 Great City School male students for every male teacher in 1990-91, and 12.3 female students for every female teacher.

***Figure 62***

*Source: Council of the Great City Schools (see footnote, page 108)*

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## Average Great City School Teacher Salary

Average salaries of Great City School teachers compared to the nation in 1980 and 1990.

The average teacher salary in the Great City Schools in 1990 was $36,650 compared to the national average of $33,015. The percentage gap between the cities and the nation narrowed by 31.7% between 1980 and 1990.

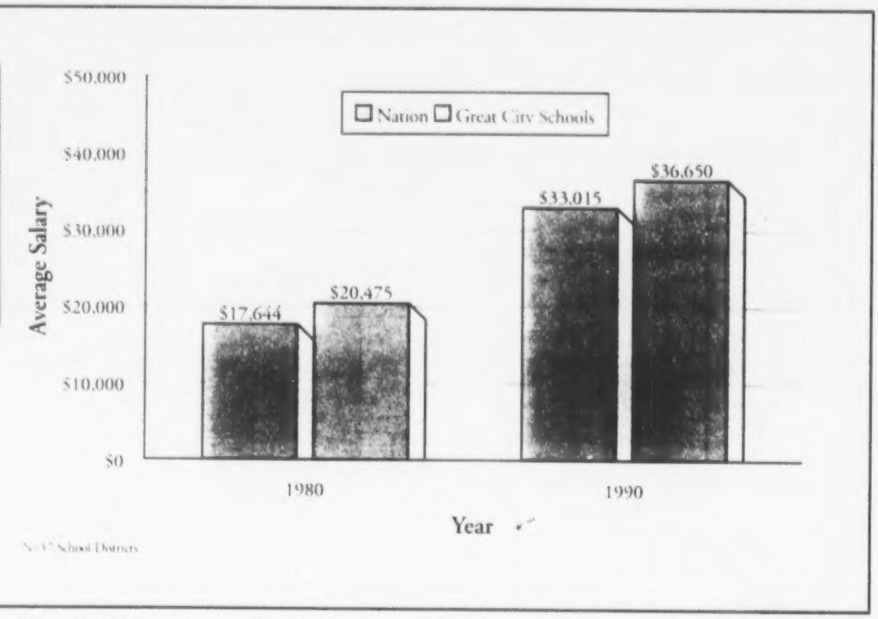


*Figure 63*

*Source: National Education Association and the Council of the Great City Schools (see footnote, page 108)*

## Great City School Teachers Fully Certified by Subject

Percent of Great City School secondary grade teachers who were fully certified to teach in their subject area for English, Math and Science in 1990-91.

98.6% of Great City School teachers were fully certified to teach English in the secondary grades.

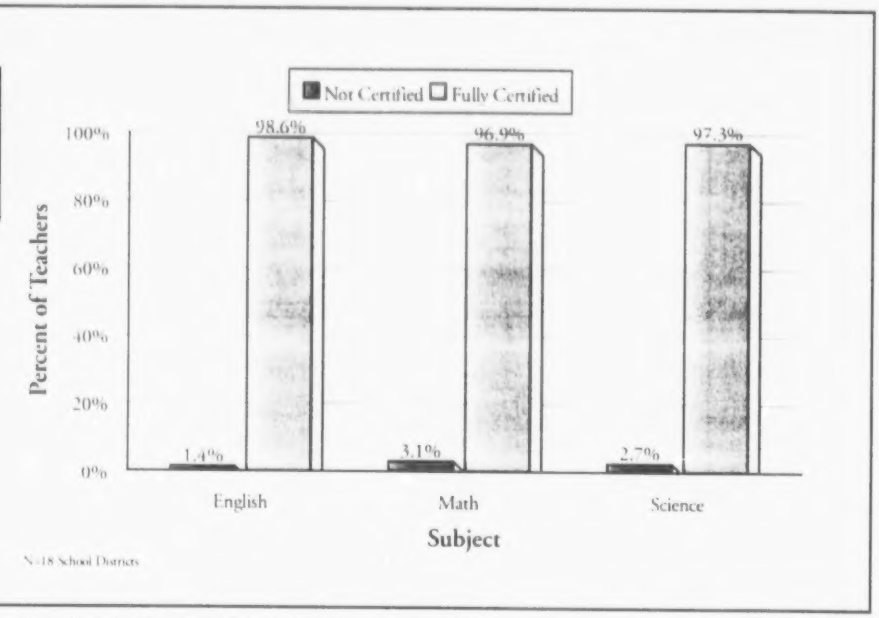
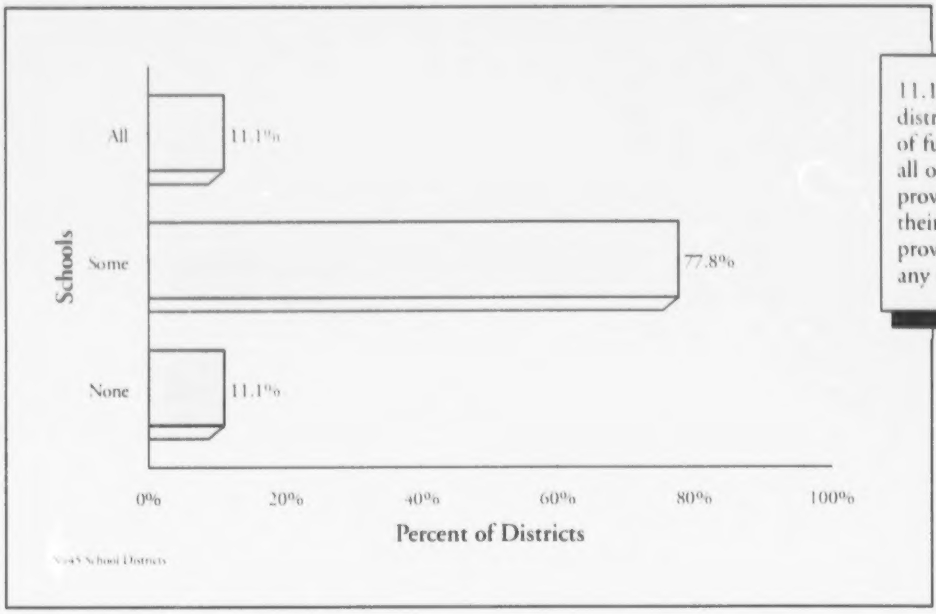


*Figure 64*

*Source: Council of the Great City Schools (see footnote, page 108)*

## Future Teacher Programs

Percent of Great City School districts with future teacher programs in all, some, or none of their schools in 1990-91.



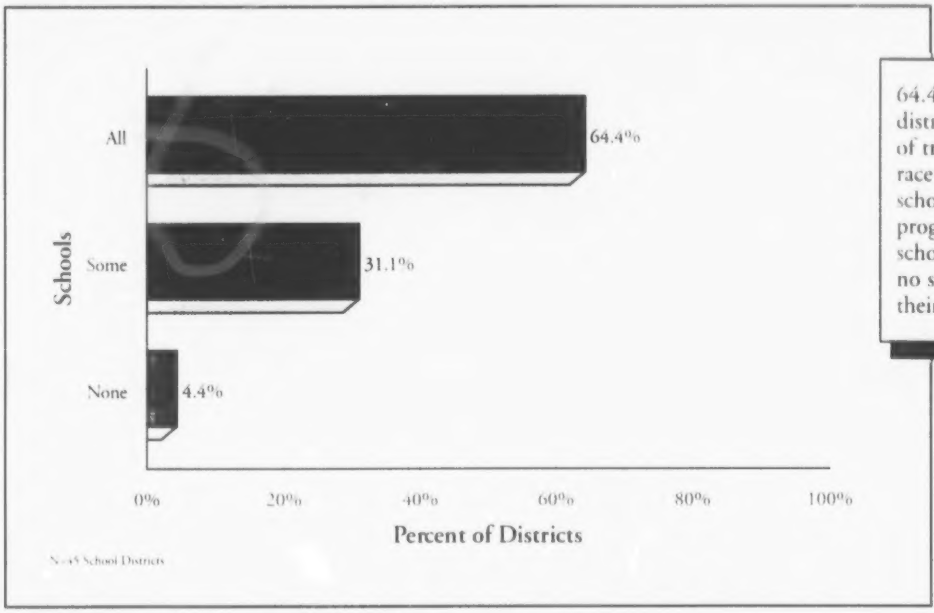
11.1% of Great City School districts provided some form of future teacher program in all of their schools; 77.8% provided a program in some of their schools; and 11.1% provided no such program in any of their schools.

*Figure 65*

*Source: Council of the Great City Schools (see footnote, page 108)*

## Teacher/Staff Training Programs in Urban Culture or Race Relations

Percent of Great City School districts with teacher or staff in-service training in urban culture or race relations in all, some, or none of their schools in 1990-91.



64.4% of Great City School districts provided some form of training in urban culture or race relations in all of their schools; 31.1% provided a program in some of their schools; and 4.4% provided no such program in any of their schools.

*Figure 66*

*Source: Council of the Great City Schools (see footnote, page 109)*

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# Goal 5: Postsecondary Opportunities

**By the year 2000, urban school graduates will be fully prepared to enter and successfully complete higher education, experience successful employment, and exercise their responsibilities as citizens.**

**Objectives:**

- To increase the numbers of urban school graduates who enroll in four year college or university degree programs.
- To upgrade and improve the quality of urban vocational education and job training programs.
- To increase substantially the number of eligible urban school students registered to vote.
- To increase opportunities for urban school students to participate in community service programs and activities in the schools and community.
- To increase the ability of urban school graduates to reason, think critically, solve problems, and make decisions.

# Postsecondary Opportunities

Critical to the nation's future productivity is the ability of urban schools to move students into higher education, training and employment, and to instill responsibilities for community. Underlying the Great City Schools' emphasis on educational achievement is the understanding that urban students must be prepared to compete in higher education programs and in the work world. Thus, any meaningful reform must include vigorous efforts to produce graduates who leave our campuses prepared for four year degree programs, for other postsecondary opportunities, for a productive career, and for responsible citizenship. Urban realities complicate this goal, particularly when college costs have escalated, financial aid has declined, youth unemployment rates remain inordinately high, and a sour economy has robbed the cities of those jobs traditionally filled by urban youth

Against these odds many urban schools are preparing students for higher education and work. Good news emerged early in 1992 when a report by the American Council on Education showed that the number and percentage of African-American students enrolled in college had risen to nearly record rates. Part of the credit for this trend was given to city schools for graduating more minority youth and encouraging urban youth to pursue postsecondary education.

The data in this section show that 41.8% of urban school graduates pursued or planned to pursue postsecondary education programs at four year colleges or universities and that an additional 23.3% of Great City School graduates pursued or planned to pursue further education at a two year college--rates considerably higher than the national averages. In addition, 7.0% of Great City School graduates pursued vocational training, 9.6% were employed, 3.6% entered the military, and 14.7% were involved in undetermined activities.

Of those Great City School graduates pursuing four year colleges or universities, 31.0% were African-American compared to 42.1% of the K-12 enrollment, 42.2% were white compared to 25.0% of the enrollment, 16.6% were Hispanic compared to 26.5% of the enrollment, and 9.8% were Asian-American compared to 5.9% of the enrollment. Some 44.2% of Great City School graduates pursuing four year colleges were male and 55.8% were female in 1990-91.

Finally, most Great City School systems had instituted a variety of programs to improve postsecondary opportunities for their students. About 77.8% of the Great City School districts provided some form of program in all their schools to build awareness of postsecondary educational opportunities among city youngsters. Some 95.5% of the Great City School districts provided some form of job training program for youth in at least some of their schools, and 84.5% provided some form of adult education.

Most Great City Schools had also instituted programs to increase a sense of citizenship and collaboration in the community. For example, 82.2% of Great City School districts provided some form of program to register eligible voters in at least some of their schools. And 95.6% provided some form of community service program either for students or in the schools themselves. All of the Great City School districts operated some form of collaborative activity with their business community in at least some of their schools.

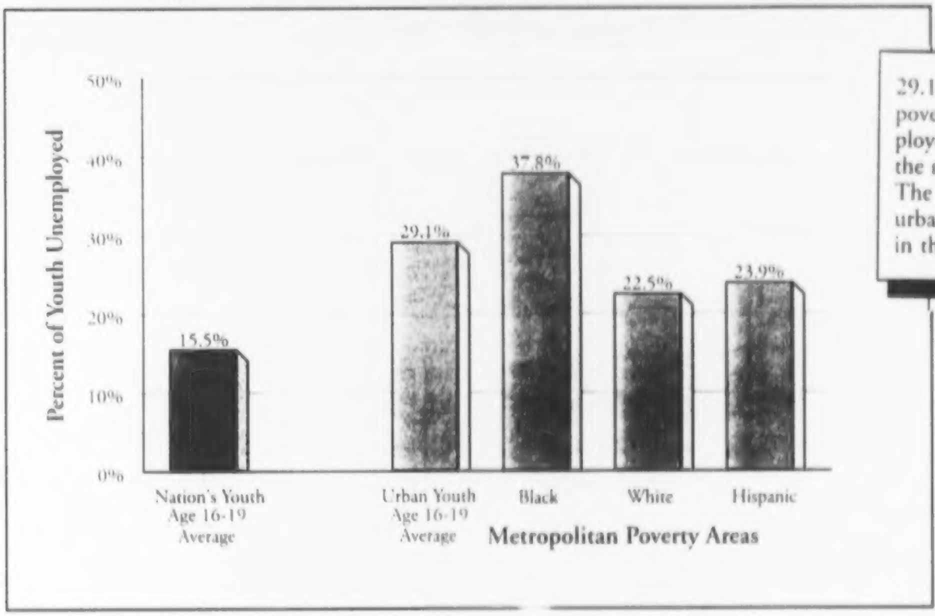
# Goal 5: Postsecondary Opportunities

**How Are We Doing: At-a-Glance**

- 41.8% of GCS graduates pursued or planned to pursue four year colleges or universities in 1990-91.
- 23.3% of GCS graduates pursued or planned to pursue two year colleges, 7.0% pursued vocational training, 9.6% pursued employment, 3.6% pursued the military and 14.7% pursued undetermined activities in 1990-91.
- 31.0% of GCS graduates who entered or planned to enter four year colleges or universities were African-American compared to 42.1% of the K-12 enrollment, 42.2% were white compared to 25.0% of the enrollment, 16.6% were Hispanic compared to 26.5% of the enrollment, and 9.8% were Asian-American compared to 5.9% of the enrollment in 1990-91.
- 44.2% of GCS graduates who entered or planned to enter four colleges or universities were male and 55.8% were female in 1990-91.
- 77.8% of the GCS districts provided some form of higher education awareness program to their students in at least some of their schools in 1990-91.
- 82.2% of the GCS districts provided eligible students some form of voter registration program in at least some of their schools in 1990-91.
- 95.6% of the GCS districts provided some form of community service program in at least some of their schools in 1990-91.
- 95.5% of the GCS districts provided some form of job training program for youth in at least some of their schools in 1990-91.
- 100.0% of the GCS districts provided some form of business collaborative in at least some of their schools in 1990-91.
- 84.5% of the GCS districts provided some form of adult education program in at least some of their schools in 1990-91.

## Youth Unemployment Rates

Percent of youth aged 16-19 in nation unemployed compared to urban youth unemployed in 1990.



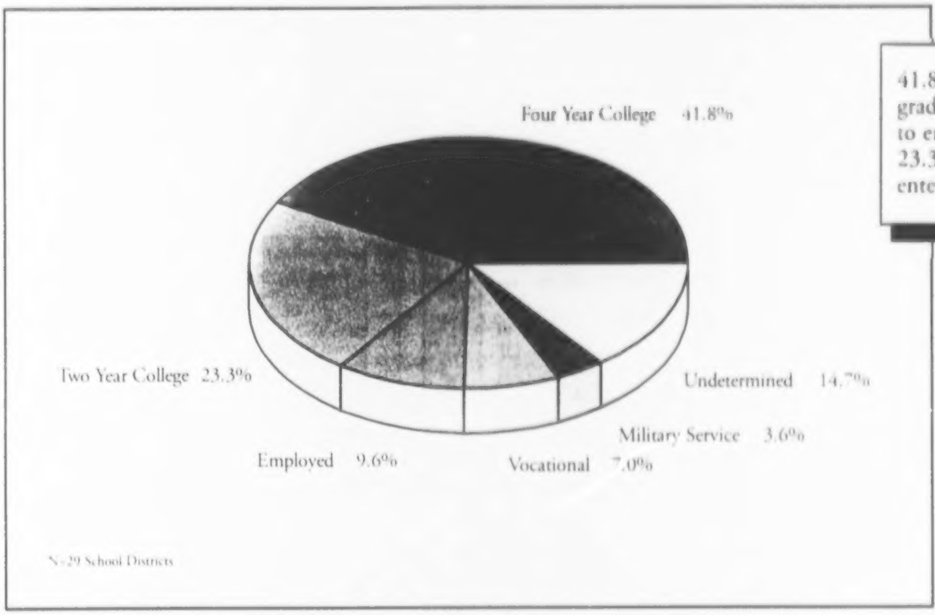
29.1% of urban youth in poverty areas were unemployed in 1990 compared to the national average of 15.5%. The unemployment rate for urban Black youth was 37.8% in those areas.

*Figure 67*

*Source: Bureau of Labor Statistics (see footnote, page 109)*

## Pursuits of Great City School Graduates

Percent of Great City School graduates who pursued or planned to pursue specified postsecondary activities in 1990-91.



41.8% of Great City School graduates entered or planned to enter four year colleges and 23.3% entered or planned to enter two year colleges.

*Figure 68*

*Source: Council of the Great City Schools (see footnote, page 109)*

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## Great City School Graduates Pursuing Four Year College by Race/Ethnicity

Percent of Great City School graduates who pursued four year college by race/ethnicity compared to each race's share of Great City School K-12 enrollment in 1990-91.

The percent of Black Great City School graduates pursuing four year college was 31.0% compared to 42.1% of the total K-12 enrollment.

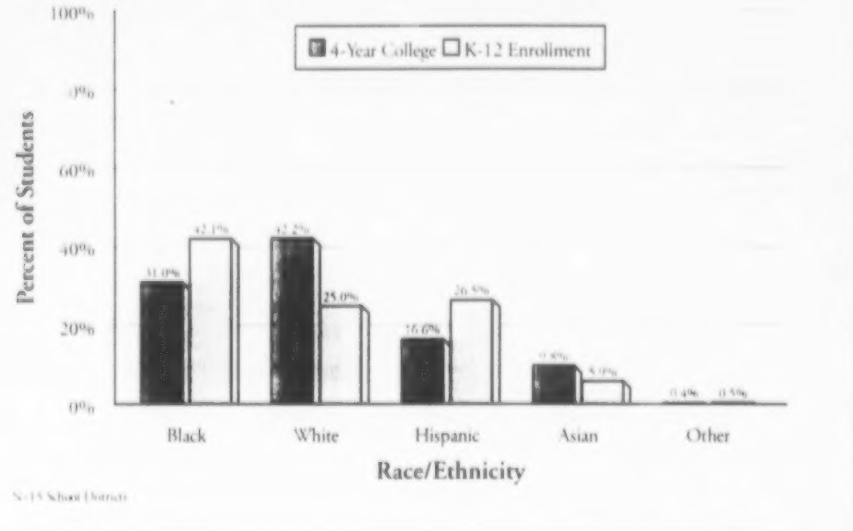

*Figure 69*

*Source: Council of the Great City Schools (see footnote, page 109)*

## Great City School Graduates Pursuing Four Year College by Sex

Percent of Great City School graduates who pursued four year college by sex compared to each sex's share of Great City School K-12 enrollment in 1990-91.

The percent of male Great City School graduates pursuing four year college was 44.2% compared to 51.3% of the total K-12 enrollment. 55.8% of graduating females pursued four year college.

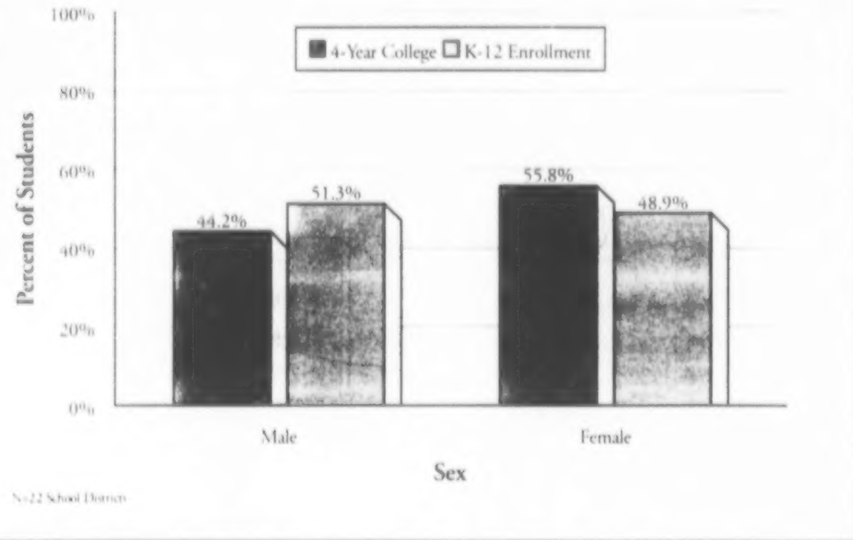

*Figure 70*

*Source: Council of the Great City Schools (see footnote, page 109)*

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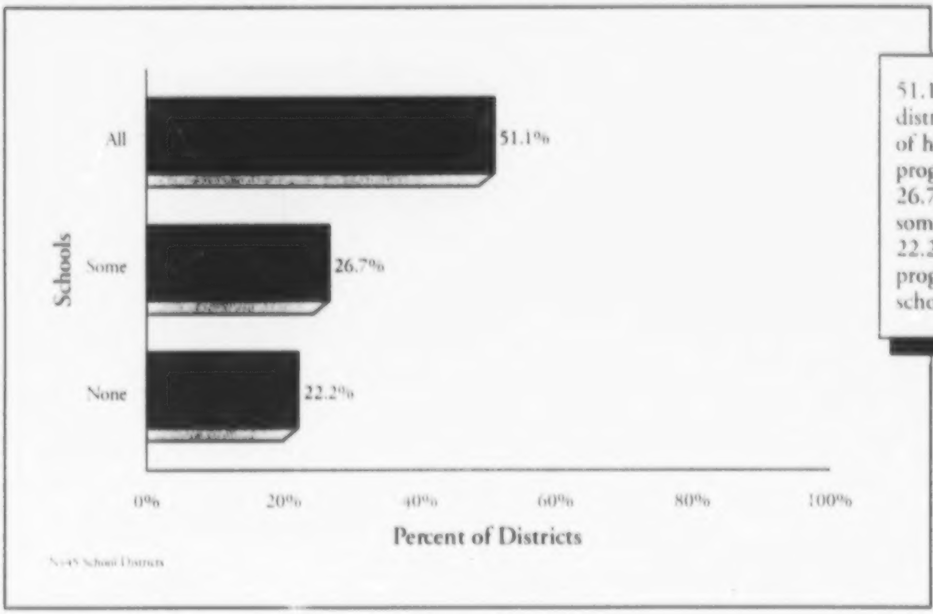
## Higher Education Awareness Programs

Percent of Great City School districts with higher education awareness programs for middle school students in all, some, or none of their schools in 1990-91.



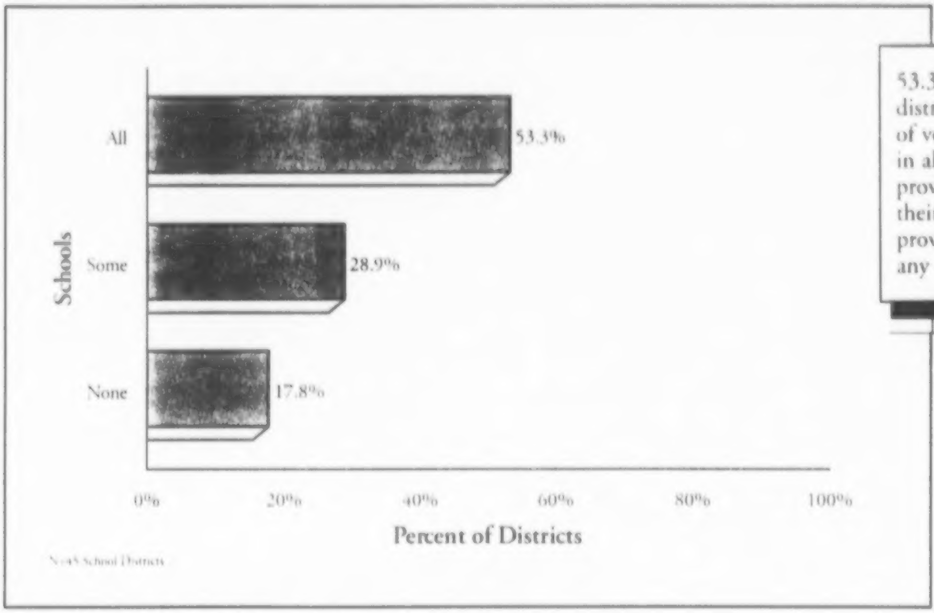
51.1% of Great City School districts provided some form of higher education awareness program in all of their schools; 26.7% provided a program in some of their schools; and 22.2% provided no such program in any of their schools.

*Figure 71*

*Source: Council of the Great City Schools (see footnote, page 109)*

## Voter Registration Programs

Percent of Great City School districts with voter registration programs in all, some, or none of their schools in 1990-91.



53.3% of Great City School districts provided some form of voter registration program in all of their schools; 28.9% provided a program in some of their schools; and 17.8% provided no such program in any of their schools.

*Figure 72*

*Source: Council of the Great City Schools (see footnote, page 109)*

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## Community Service Programs

Percent of Great City School districts with community service programs in all, some, or none of their schools in 1990-91.

37.8% of Great City School districts provided some form of community service program in all of their schools; 57.8% provided a program in some of their schools; and 4.4% provided no such program in any of their schools.

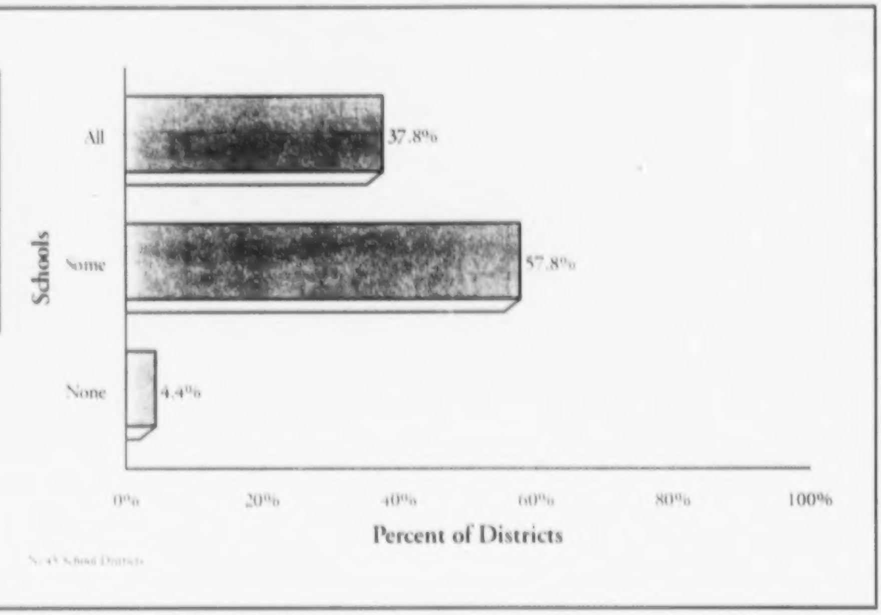

Figure 73

Source: *Council of the Great City Schools (see footnote, page 109)*

## Job Training Programs for Youth

Percent of Great City School districts with job training programs for youth in all, some, or none of their schools in 1990-91.

31.1% of Great City School districts provided some form of job training program for youth in all of their schools; 64.4% provided a program in some of their schools; and 4.4% provided no such program in any of their schools.

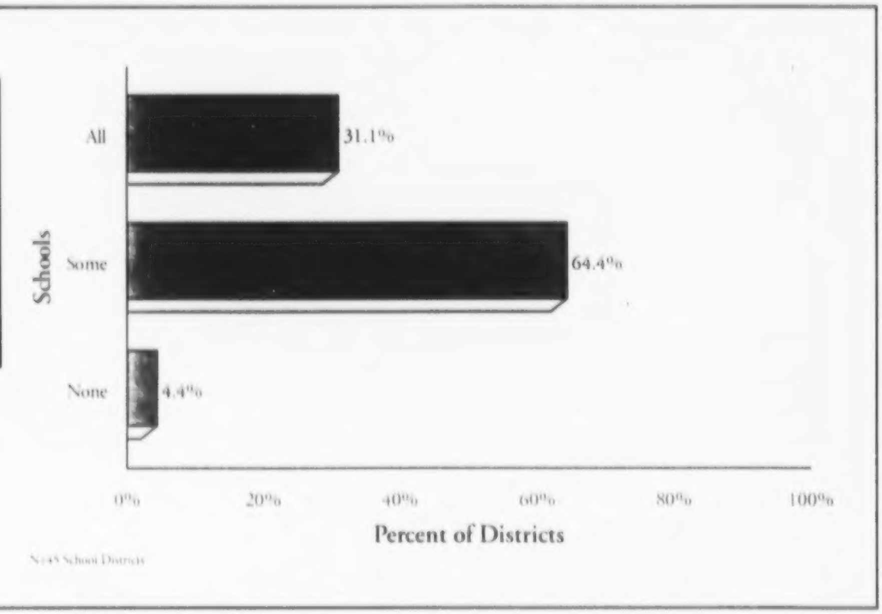

Figure 74

Source: *Council of the Great City Schools (see footnote, page 109)*

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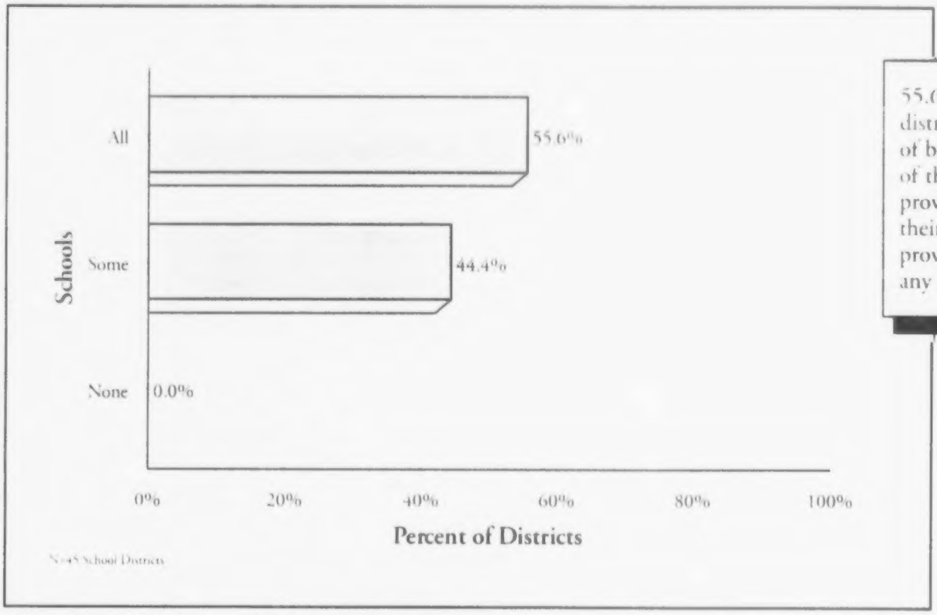
## Business Collaborative Programs

Percent of Great City School districts with business collaboratives in all, some, or none of their schools in 1990-91.



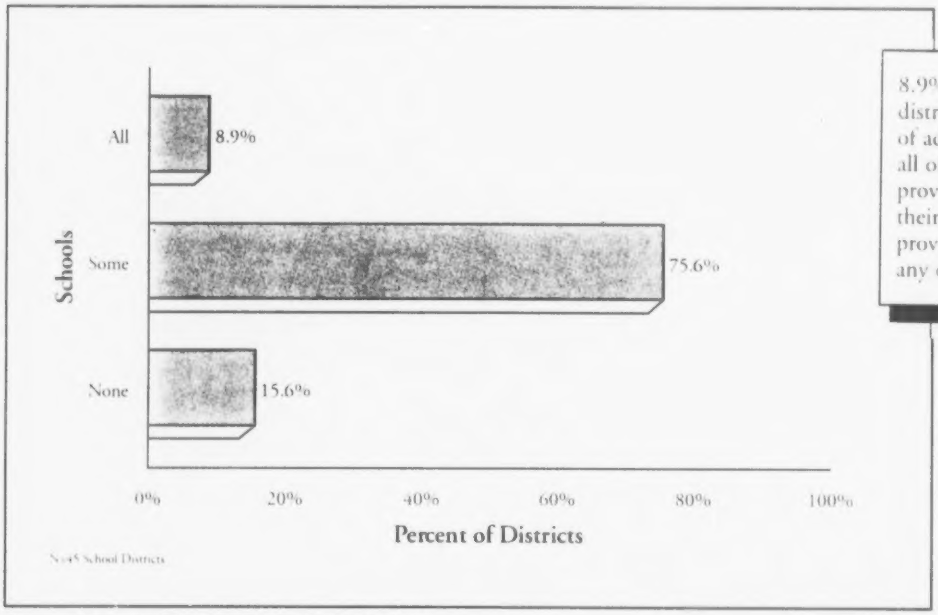
55.6% of Great City School districts provided some form of business collaborative in all of their schools; 44.4% provided a program in some of their schools; and 0.0% provided no such program in any of their schools.

*Figure 75*

*Source: Council of the Great City Schools (see footnote, page 109)*

## Adult Education Programs

Percent of Great City School districts with adult education programs in all, some, or none of their schools in 1990-91.



8.9% of Great City School districts provided some form of adult education program in all of their schools; 75.6% provided a program in some of their schools; and 15.6% provided no such program in any of their schools.

*Figure 76*

*Source: Council of the Great City Schools (see footnote, page 110)*

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# Goal 6: Safe and Caring Environment

**By the year 2000, urban schools will be free of drugs and alcohol, students will be well nourished and healthy, and schools will be well-maintained and safe.**

**Objectives:**

- To substantially reduce the drug and alcohol use, possession and distribution among urban school students and staff.
- To expand Drug-Free Zones around schools each year.
- To provide adequate nutrition each day and necessary instruction in nutrition education.
- To ensure that urban school students are healthy and in good physical condition.
- To substantially reduce pregnancy among urban school students.
- To develop in urban school students adequate self-confidence, self-esteem, and personal decision-making skills.
- To provide urban children and staff with school buildings that are in good repair, clean, well-maintained, barrier-free and environmentally safe.
- To ensure that urban students feel safe in school, and learn in a supportive and caring environment.
- To create comprehensive collaboratives that coordinate services to youth and their families through interagency cooperation and that eliminate barriers to quality services.

# Safe and Caring Environment

Urban schools have taken on substantial challenges in health care in the inner-cities. The inner-city population suffers from a legion of health and substance abuse problems, and the extent to which these problems impede or threaten the educational process is disturbing. Many inner-city youngsters have no direct access to a doctor, nurse, dentist, or health service worker who can provide the simplest of diagnosis, treatment or advice. This lack of access to health care is contributing to problems ranging from basic under-nourishment to low birth weight, from learning disabilities to AIDS and drugs. The cycle of health problems is perpetuated when school-age parents fail to receive comprehensive health care. While not the primary mission of schools, health care has long been recognized as an adjunct to education. Children who are hungry, sick or abused cannot learn to their potential. Our data suggest that urban schools are providing a variety of programs to address these needs and continue to be a safe harbor for many of our urban youngsters.

Drug and alcohol abuse is a serious problem for inner-city school districts. Because so many factors affecting substance abuse among students--supply and availability of drugs or family attitudes and role models, for example--lie beyond the control of the schools, the problems often appear to elude school-based solutions. Nevertheless, the data in this section show that, while drug use may be high in urban areas, the number of drug or alcohol abuse incidents on school property is low, as are problems related to the safety of teachers.

The Council's data showed that there were only 2.0 drug or alcohol abuse related incidents per 1,000 9-12th grade students in the Great City Schools, and only 1.2 per 1,000 in grades 6-8. In addition, the National Education Goals Panel reported only 2.0% of city school teachers feeling unsafe in their school buildings during school hours in 1991, and 15% feeling unsafe in them after-hours. While these percentages are twice the national rates, they remain relatively low compared to fear of crime in other settings.

All of the Great City Schools had mounted efforts to reduce school-based substance abuse and 66.7% of Great City School districts offered some form of program for children of drug-addicted parents. In addition to drug prevention efforts, all of the Great City School districts had mounted programs in nutrition education, suicide and stress reduction among students (84.5%), pregnancy prevention (86.6%), and AIDS education programs (93.4%) aimed at improving the health of inner-city youngsters. Nearly 70.5% of the Great City School districts had a total of 718 health clinics located in at least some of their schools, which handled an estimated 1,570,000 student visits in 1990-91. Almost ten percent of all Great City Schools had some form of health clinic in 1990-91.

In addition, most Great City Schools had begun efforts to improve the safety of their campuses. About 86.6% of these urban districts had programs to combat crime and gang activity in their schools. Also, 62.2% of Great City School districts operated some form of program for homeless children in at least some of their schools.

Finally, our data show that repair needs continued to be high in buildings operated by these urban school districts. There was over $5.0 billion in deferred maintenance and repair needs in the Great City Schools, not counting capital construction needs and other deferred environmental and safety needs.

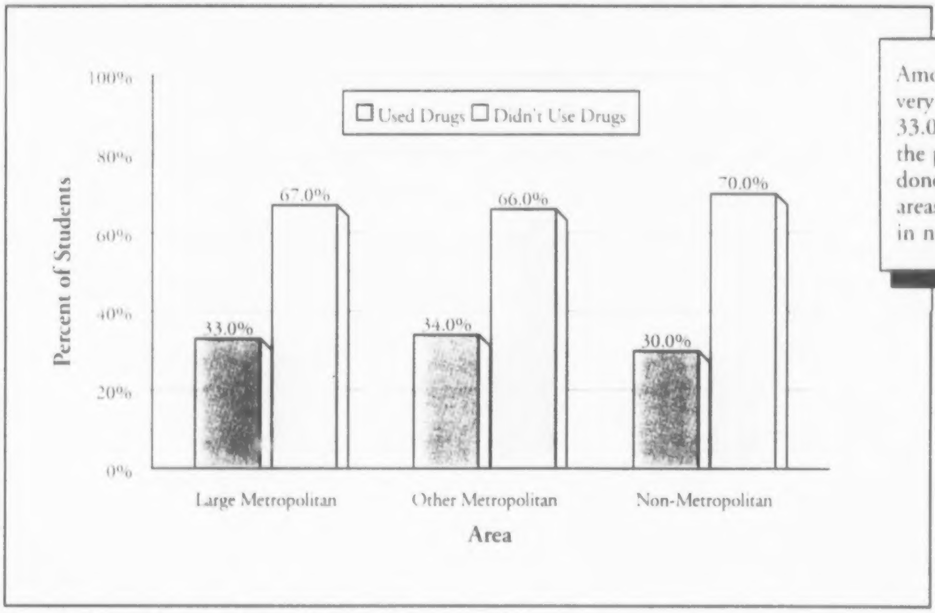
# Goal 6: Safe and Caring Environment

**How Are We Doing: At-a-Glance**

- There were 2.0 incidents of drug or alcohol abuse for every 1,000 9-12 grade GCS students, 1.2 incidents for every 1,000 6-8 grade GCS students, and 0.1 incidents for every 1000 K-5 grade GCS students in 1990-91.
- There was approximately $5.0 billion dollars of deferred maintenance and repair needs for GCS buildings and facilities, not counting capital needs, in 1990-91.
- 71.1% of GCS districts provided some form of health clinic in at least some of their schools in 1990-91.
- 100.0% of GCS districts provided some form of drug education program in at least some of their schools in 1990-91.
- 93.4% of GCS districts provided some form of HIV or STD education program in at least some of their schools in 1990-91.
- 100.0% of GCS districts provided some form of nutrition education program in at least some of their schools in 1990-91.
- 66.7% of GCS districts provided some form of support program for children of drug addicted parents in at least some of their schools in 1990-91.
- 84.5% of GCS districts provided some form of program to reduce suicide and stress among students in at least some of their schools in 1990-91.
- 86.6% of GCS districts provided some form of program to reduce crime and gang activity in at least some of their schools in 1990-91.
- 86.6% of GCS districts provided some form of pregnancy prevention program in at least some of their schools in 1990-91.
- 62.2% of GCS districts provided some form of assistance program for homeless children in at least some of their schools in 1990-91.

## Illicit Drug Use

Percent of high school seniors using illicit drugs during previous year by metropolitan location in 1990.



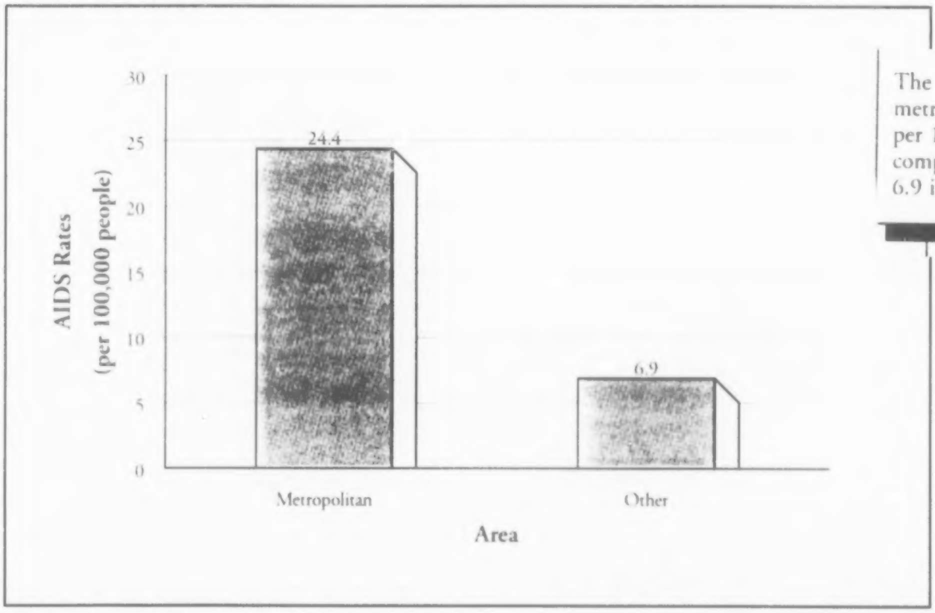
**Among high school seniors in very large metropolitan areas, 33.0% had used an illicit drug the previous year. 34.0% had done so in other metropolitan areas, and 30.0% had done so in non-metropolitan areas.**

*Figure 77*

*Source: National Institute of Drug Abuse (see footnote, page 110)*

## AIDS Rates

Rates of AIDS per 100,000 persons in metropolitan areas compared to other areas in 1990-91.



The average rate of AIDS in metropolitan areas was 24.4 per 100,000 persons compared to the average of 6.9 in nonmetropolitan areas.

*Figure 78*

*Source: Centers for Disease Control (see footnote, page 110)*

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## School Safety

Percent of teachers feeling unsafe during and after school hours by location in 1991.

2.0% of public school teachers in cities reported feeling unsafe in their school buildings during the day compared to the national average of 1.0%. 15.0% reported feeling unsafe after school hours compared to 8.0% nationally.

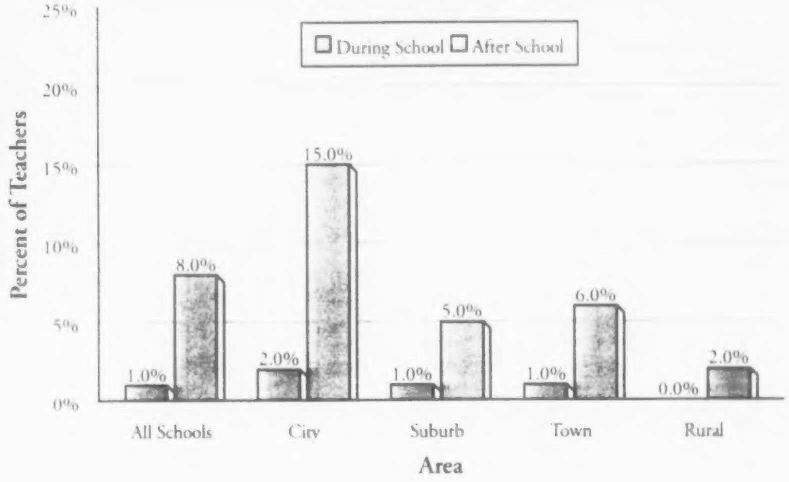


*Figure 79*

*Source: National Education Goals Panel (see footnote, page 110)*

## Great City School Drug/Alcohol Incidents

Number of drug/alcohol related incidents in the Great City Schools per 1,000 students in 1990-91.

There were 2.0 reported drug/alcohol related incidents in the Great City Schools per 1,000 students in grades 9-12.

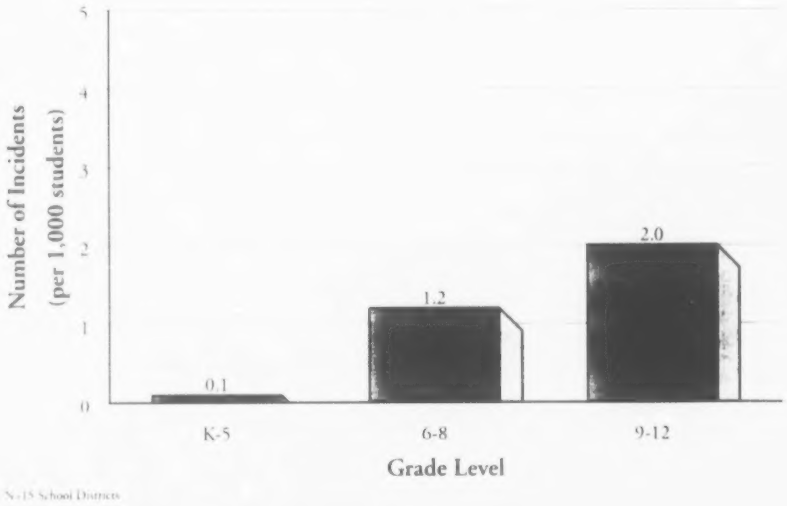
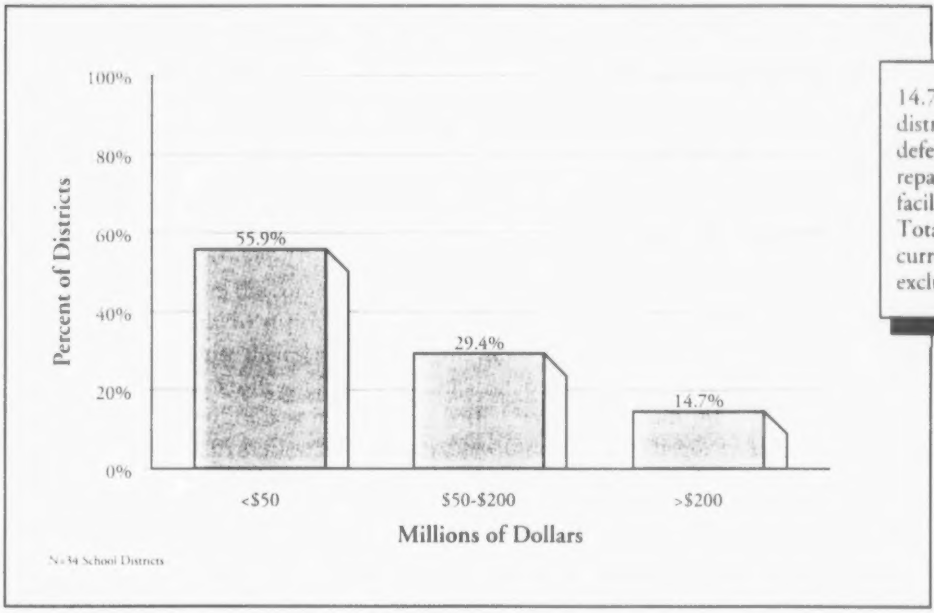


*Figure 80*

*Source: Council of the Great City Schools (see footnote, page 110)*

## Great City School Deferred Building Maintenance

Percent of Great City School districts with specified intervals of deferred maintenance and repair costs in 1990-91.



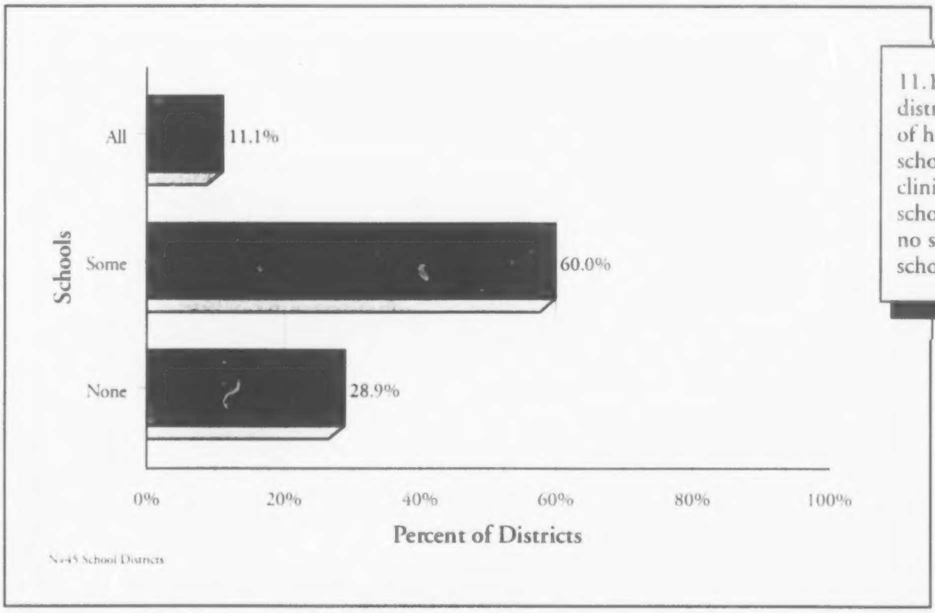
14.7% of Great City School districts reported total deferred maintenance and repair costs for buildings and facilities of over $200 million. Total deferred maintenance currently exceeds $5 billion, excluding capital needs.

*Figu 81*

*Source: Council of the Great City Schools (see footnote, page 110)*

## In-School Health Clinics

Percent of Great City School districts with in-school health clinics in all, some, or none of their schools in 1990-91.



11.1% of Great City School districts provided some form of health clinic in all of their schools; 60.0% provided clinics in some of their schools; and 28.9% provided no such clinics in any of their schools.

*Figure 82*

*Source: Council of the Great City Schools (see footnote, page 110)*

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## Drug Education Programs

Percent of Great City School districts with drug education programs in all, some, or none of their schools in 1990-91.

91.1% of Great City School districts provided some form of drug education program in all of their schools; 8.9% provided a program in some of their schools; and 0.0% provided no such program in any of their schools.

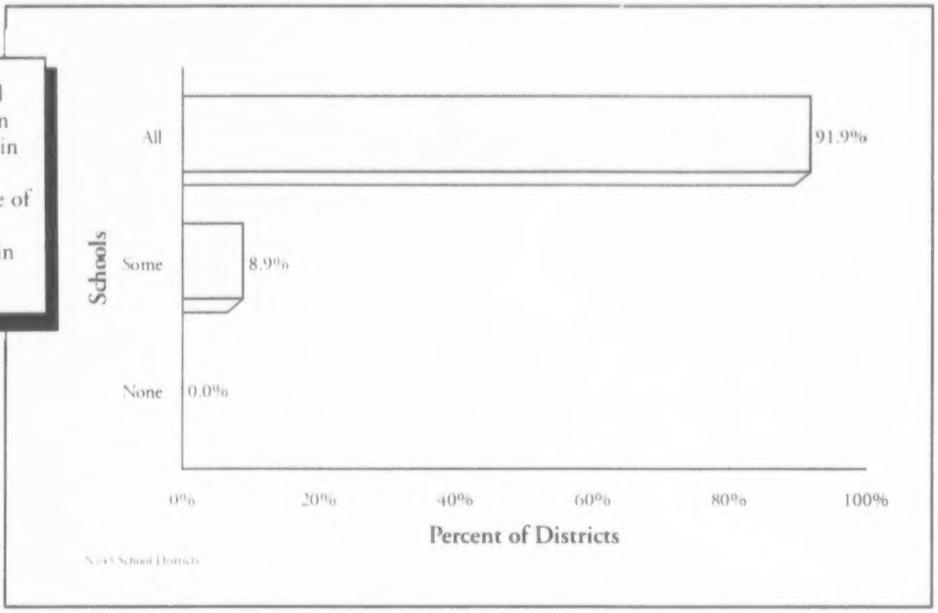


*Figure 83*

*Source: Council of the Great City Schools (see footnote, page 110)*

## HIV and STD Prevention Programs

Percent of Great City School districts with Human Immunodeficiency Virus (HIV) and Sexually Transmitted Disease (STD) prevention programs in all, some, or none of their schools in 1990-91.

77.8% of Great City School districts provided some form of HIV or STD program in all of their schools; 15.6% provided a program in some of their schools; and 6.7% provided no such program in any of their schools.

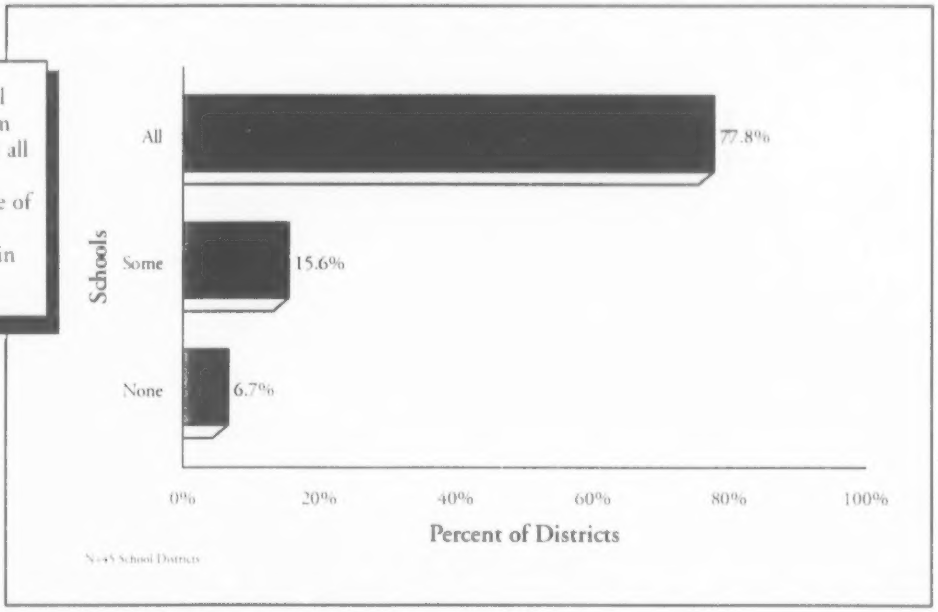
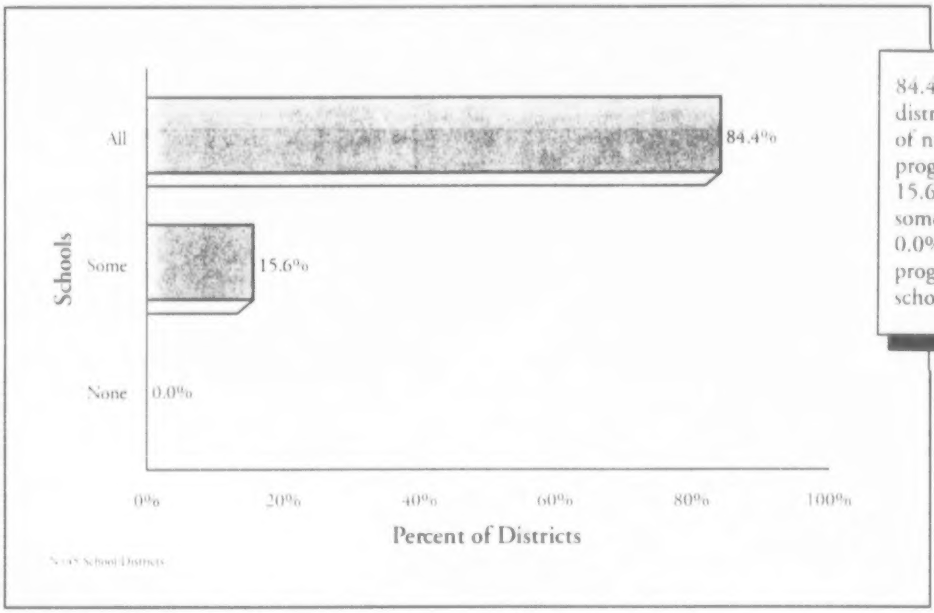


*Figure 84*

*Source: Council of the Great City Schools (see footnote, page 110)*

## Nutrition Education Programs

Percent of Great City School districts with nutrition education programs in all, some, or none of their schools in 1990-91.



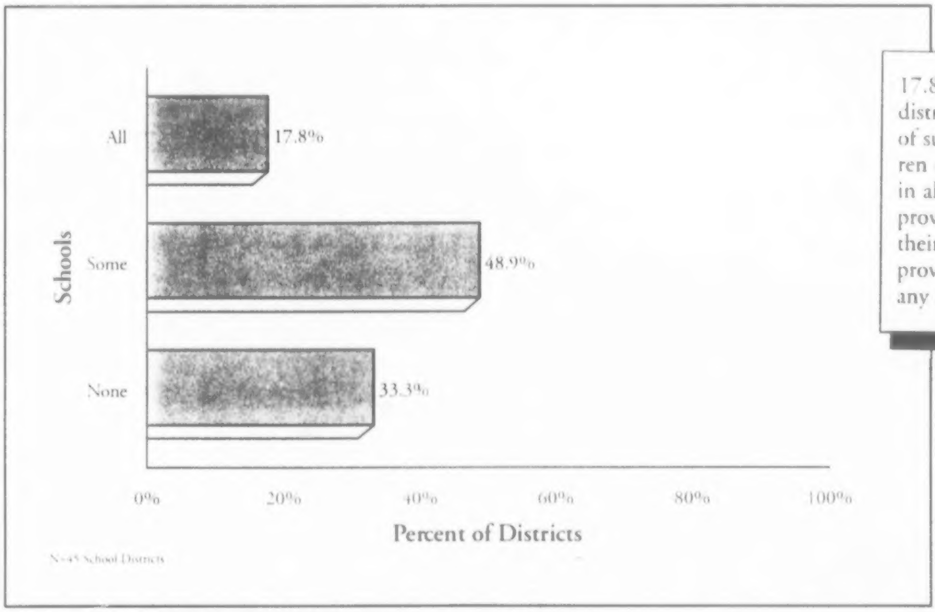
84.4% of Great City School districts provided some form of nutrition education program in all of their schools; 15.6% provided a program in some of their schools; and 0.0% provided no such program in any of their schools.

*Figure 85*

*Source: Council of the Great City Schools (see footnote, page 110)*

## Support Programs for Children of Drug-Addicted Parents

Percent of Great City School districts with support programs for children of drug-addicted parents in all, some, or none of their schools in 1990-91.



17.8% of Great City School districts provided some form of support program for children of drug-addicted parents in all of their schools; 48.9% provided a program in some of their schools; and 33.3% provided no such program in any of their schools.

*Figure 86*

*Source: Council of the Great City Schools (see footnote, page 110)*

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## Suicide and Stress Reduction Programs

Percent of Great City School districts with programs to reduce student suicide and stress in all, some, or none of their schools in 1990-91.

48.9% of Great City School districts provided some form of suicide and stress reduction program for students in all of their schools; 35.6% provided a program in some of their schools; and 15.6% provided no such program in any of their schools.

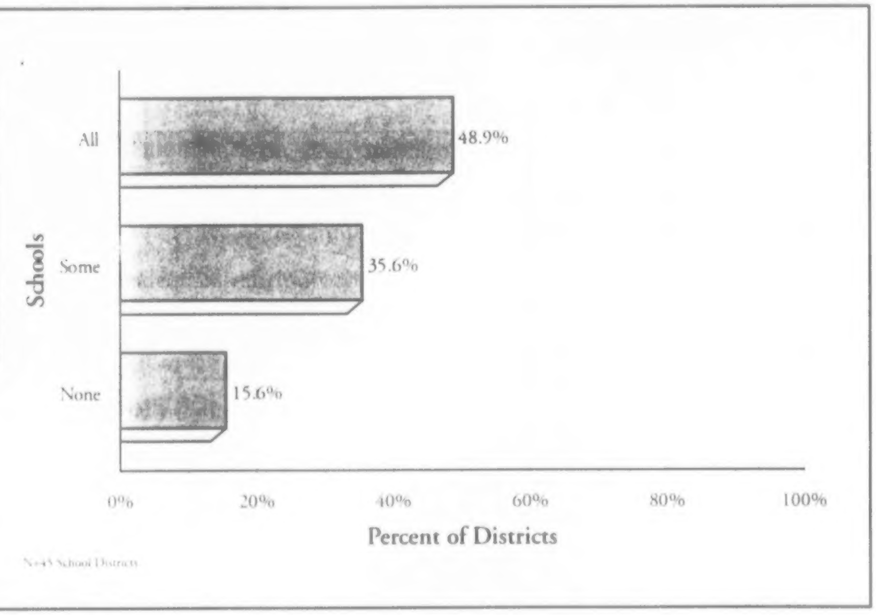

*Figure 87*

*Source: Council of the Great City Schools (see footnote, page 111)*

## Crime and Gang Prevention Programs

Percent of Great City School districts with crime or gang prevention programs in all, some, or none of their schools in 1990-91.

53.3% of Great City School districts provided some form of crime or gang prevention program in all of their schools; 33.3% provided a program in some of their schools; and 13.3% provided no such program in any of their schools.

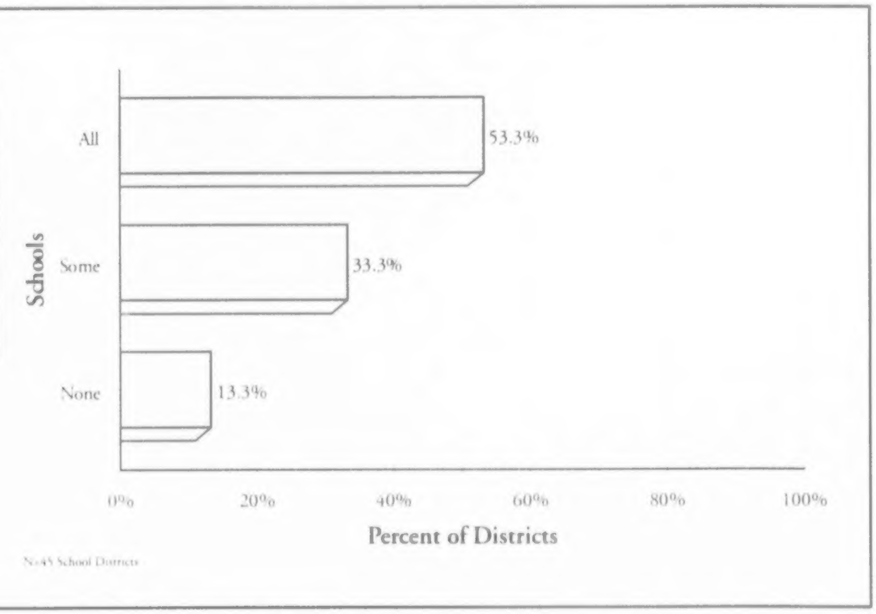

*Figure 88*

*Source: Council of the Great City Schools (see footnote, page 111)*

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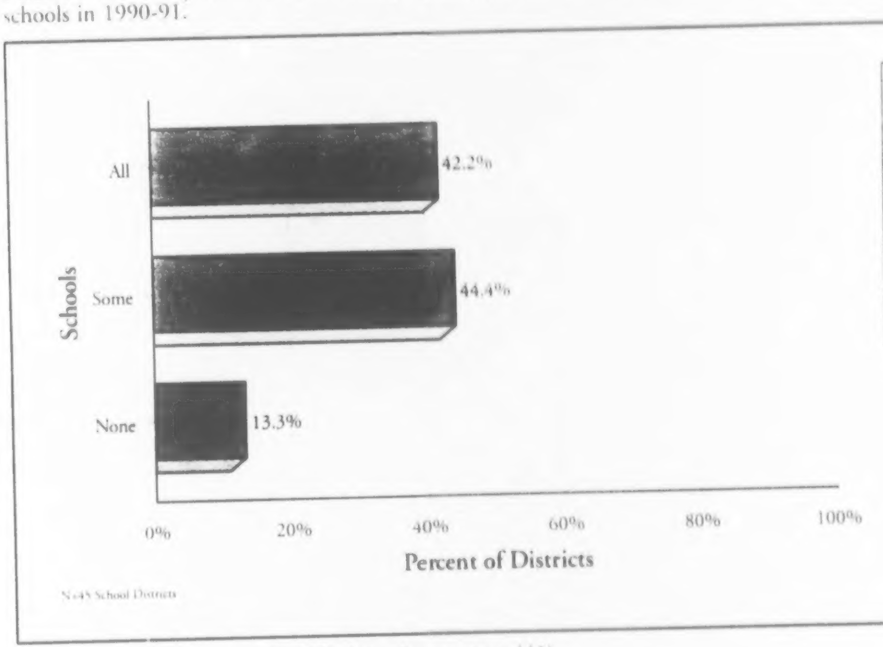
## Pregnancy Prevention Programs

Percent of Great City School districts with pregnancy prevention programs in all, some, or none of their schools in 1990-91.



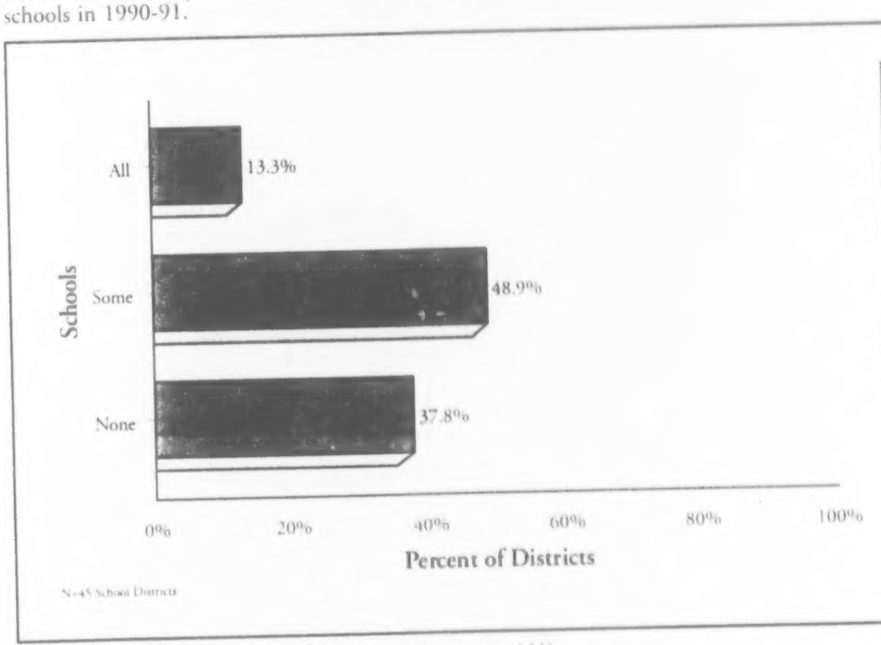
42.2% of Great City School districts provided some form of pregnancy prevention program in all of their schools; 44.4% provided a program in some of their schools; and 13.3% provided no such program in any of their schools.

*Figure 89*

*Source: Council of the Great City Schools (see footnote, page 111)*

## Assistance Programs for Homeless Children

Percent of Great City School districts with programs for homeless children in all, some, or none of their schools in 1990-91.



13.3% of Great City School districts provided some form of assistance program for homeless children in all of their schools; 48.9% provided a program in some of their schools; and 37.8% provided no such program in any of their schools.

*Figure 90*

*Source: Council of the Great City Schools (see footnote, page 111)*

## Chapter III:

# Urban School System Characteristics

●

1990
1991

# Chapter III: Urban School System Characteristics

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# Urban School System Characteristics

Urban public school systems are different from other kinds of school systems for reasons other than the characteristics of their students. In cities, Boards of Education, Superintendents, teachers and schools are often organized differently from other kinds of basic educational institutions around the country.

Although, urban Boards of Education, like most in other school systems, are normally elected by the community, appointed Boards are not unusual in cities. Baltimore, Chicago, New York City, Boston, Norfolk and Philadelphia all have School Boards appointed either by the Mayor or the City Council. Only 16 of the Great City School districts have Boards of Education elected from the community at large. Twenty-three cities elect their school boards either wholly or partly by district or ward, and three have boards serving concurrent terms where all members finish their service at the same time. The average city school board has seven members with terms of office of four years, a characteristic of most Boards of Education. The largest Board of Education is in Chicago, with 15 members, and the smallest, with five members, is found is five cities: Long Beach, New Orleans, San Diego, Toledo and Tucson.

Urban school superintendents stay in their jobs a shorter time than the average educational leader and more likely to reflect the demographics of their communities. By the end of 1992, 36 of 47 Great City School superintendents will have been hired since 1990. Most were hired in 1991. Forty are male, while seven are female [illegible] are white, 20 are African-American, and eight are Hispanic.

There are a total of 297,645 teachers in the Great City Schools. The average teacher has been in the system for about 15 years and is on duty approximately 187.4 days a year. The average annual teacher salary was $36,650 in 1990-91. In 20 of the districts an AFT affiliate is the teachers' main bargaining unit; in 19 the NEA is, and in four districts a combined or independent unit represents the teachers at negotiations with the Board. The average Great City School system bargains with about 15 different unions.

In addition, the Great City Schools operate 7,393 individual schools--an average of 157 per district--many of which are comprised of multiple buildings. Only 20 of the cities have schools of the same grade configuration for all elementary, middle and high schools, an outgrowth of complex desegregation plans, space needs and other constraints in urban areas. The most common configuration groups schools by grades K-6, 7-8 and 9-12.

Most of the Great City Schools have been involved in some form of court or government intervention to desegregate racially, and several of these cases have been among the most publicized and controversial in the nation. Thirteen of the city schools are still under active federal court supervision for purposes of desegregation, with eight having been so for over ten years. Nine city school systems have been declared "unitary" by one court or another, and the status of 18 others is mixed. While not under active supervision, these 18 have not been declared unitary and continue to be monitored to some degree. Although most districts are under the eye of a federal court, the desegregation plans of seven Great City School districts are under the jurisdiction of the state. Nearly all plans whether voluntary or court-ordered are system-wide and involve all grade levels. The plans in five cities involve the surrounding suburbs.

## Urban School System Characteristics

### How Are We Doing: At-a-Glance

- The most common number of School Board members in GCS districts was 7.
- The GCS district with the largest number of Board of Education members was Chicago (15.)
- The GCS districts with the smallest number (5) of Board of Education members were Long Beach, New Orleans, San Diego, Toledo, and Tucson.
- The most common length of GCS School Board terms of office was 4 years.
- The GCS districts whose Board of Education members served concurrent terms of office were Atlanta, Baton Rouge, and Memphis.
- The GCS districts whose Board of Education members were appointed were Baltimore, Boston, Chicago, New York, Norfolk, and Philadelphia.
- 16 GCS districts had Board of Education members who were elected solely at-large.
- 16 GCS districts had Board of Education members who were elected solely by district or ward.
- 7 GCS districts had Board of Education members who were elected both at-large and by district or ward.
- 1991 was the most common year in which current GCS superintendents were hired.
- 7 GCS superintendents are female.
- 28 GCS Superintendents are either African-American or Hispanic.
- The average GCS district had teachers on duty for 187.4 days.
- 20 GCS teacher bargaining units were affiliated solely with the AFT.
- 19 GCS teacher bargaining units were affiliated solely with the NEA.
- There were a total of 297,645 teachers in the GCS.
- 13 GCS districts were under active court ordered desegregation.
- The most common grade configurations in the GCS were K-6, 7-8, and 9-12.
- There were a total of 7,392 schools in the GCS.

## *Table 1:* School Board Characteristics*

| District | Number of Members | Terms of Office (in years) | Overlap in Terms | How Chosen | |
|---|---|---|---|---|---|
| Anchorage | 7 | 3 | Staggered | Elected | at large |
| Atlanta | 9 | 4 | Concurrent | Elected | at large and by district |
| Baltimore | 9 | 6 | Staggered | Appointed | by Mayor |
| Boston | 7 | 2 | Staggered | Appointed | by Mayor |
| Broward County | 7 | 4 | Staggered | Elected | at large |
| Buffalo | 9 | 5 | Staggered | Elected | by district |
| Chicago | 15 | 4 | Staggered | Appointed | by Mayor |
| Cincinnati | 7 | 4 | Staggered | Elected | at large |
| Cleveland | 7 | 4 | Staggered | Elected | at large |
| Columbus | 7 | 4 | Staggered | Elected | |
| Dade County | 7 | 4 | Staggered | Elected | at large and by district |
| Dallas | 9 | 3 | Staggered | Elected | by district |
| Dayton | 7 | 3 | Staggered | Elected | by district |
| Denver | 7 | 6 | Staggered | Elected | at large |
| Detroit | 11 | 4 | Staggered | Elected | at large and by district |
| Duval County | 7 | 4 | Staggered | Elected | by district |
| E. Baton Rouge | 12 | 4 | Concurrent | Elected | by district |
| El Paso | 7 | 4 | Staggered | Elected | by district |
| Fresno | 7 | 4 | Staggered | Elected | at large |
| Houston | 9 | 4 | Staggered | Elected | by district |
| Indianapolis | 7 | 4 | Staggered | Elected | at large and by district |
| Long Beach | 5 | 4 | Staggered | Elected | by district |
| Los Angeles | 7 | 4 | Staggered | Elected | by district |
| Memphis | 9 | 4 | Concurrent | Elected | at large |
| Milwaukee | 9 | 4 | Staggered | Elected | at large and by district |
| Minneapolis | 7 | 4 | Staggered | Elected | at large |
| Nashville | 9 | 6 | Staggered | Elected | by district |
| New Orleans | 5 | 6 | Staggered | Elected | at large |
| New York | 7 | 4 | Staggered | Appointed | by Mayor and Bourough President |
| Norfolk | 7 | 2 | Staggered | Appointed | by City Council |
| Oakland | 7 | 4 | Staggered | Elected | by district |
| Oklahoma City | 7 | 4 | Staggered | Elected | |
| Omaha | 12 | 4 | Staggered | Elected | by district |
| Philadelphia | 9 | 6 | Staggered | Appointed | by Mayor |
| Phoenix | 7 | 4 | Staggered | Elected | by district |
| Pittsburgh | 9 | 4 | Staggered | Elected | by district |
| Portland | 7 | 4 | Staggered | Elected | at large and by district |
| Rochester | 7 | 4 | Staggered | Elected | at large |
| Sacramento | 7 | 4 | Staggered | Elected | at large |
| St. Louis | 12 | 6 | Staggered | Elected | at large |
| St. Paul | 7 | 4 | Staggered | Elected | at large |
| San Diego | 5 | 4 | Staggered | Elected | at large |
| San Francisco | 7 | 4 | Staggered | Elected | at large |
| Seattle | 7 | 4 | Staggered | Elected | at large and nominated by district |
| Toledo | 5 | 4 | Staggered | Elected | at large |
| Tucson | 5 | 4 | Staggered | Elected | by district |
| Washington, D.C | 11 | 4 | Staggered | Elected | by district |
| **Most Common** | **7** | **4** | **Staggered** | **Elected** | |

*Data for the 1992-93 school year

*Source: Council of the Great City Schools (see footnote, page 111)*

## *Table 2:* Superintendent Characteristics*

| District | Year Hired | Sex | Race/Ethnicity |
|---|---|---|---|
| Anchorage | 1990 | Male | White |
| Atlanta | 1990 | Male | Black |
| Baltimore | 1991 | Male | Black |
| Boston | 1991 | Female | Black |
| Broward County | 1990 | Male | White |
| Buffalo | 1989 | Male | Black |
| Chicago | 1989 | Male | Black |
| Cincinnati | 1991 | Male | White |
| Cleveland | 1992 | Female | Black |
| Columbus | 1991 | Male | Black |
| Dade County | 1990 | Male | Hispanic |
| Dallas | 1988 | Male | Black |
| Dayton | 1991 | Male | Black |
| Denver | 1990 | Female | Black |
| Detroit | 1991 | Female | Black |
| Duval County | 1989 | Male | White |
| E. Baton Rouge | 1987 | Male | White |
| El Paso | 1991 | Male | Hispanic |
| Fresno | 1992 | Male | White |
| Houston | 1991 | Male | White |
| Indianapolis | 1991 | Male | Black |
| Long Beach[1] | 1986 | Male | White |
| Los Angeles | 1990 | Male | Hispanic |
| Memphis | 1992 | Female | Black |
| Milwaukee | 1991 | Male | Black |
| Minneapolis | 1988 | Male | White |
| Nashville | 1992 | Male | White |
| New Orleans[1] | 1985 | Male | Black |
| New York | 1990 | Male | Hispanic |
| Norfolk[2] | 1992 | Male | White |
| Oakland | 1990 | Male | Hispanic |
| Oklahoma City | 1985 | Male | White |
| Omaha | 1984 | Male | White |
| Philadelphia | 1982 | Female | Black |
| Phoenix | 1990 | Male | White |
| Pittsburgh | 1992 | Female | White |
| Portland | 1992 | Male | White |
| Rochester | 1992 | Male | Hispanic |
| Sacramento | 1989 | Male | Black |
| St.Louis | 1990 | Male | White |
| St.Paul | 1991 | Male | Black |
| San Diego | 1982 | Male | White |
| San Francisco | 1992 | Male | Hispanic |
| Seattle | 1986 | Male | White |
| Toledo | 1990 | Male | Black |
| Tucson | 1991 | Male | Hispanic |
| Washington, D.C. | 1991 | Male | Black |
| **Most Common** | **1991** | **Male** | **Minority** |

*Data for the 1992-93 school year.

[1] Superintendents who have recently announced retirement.

[2] Interim superintendent.

*Source: Council of the Great City Schools (see footnote, page 111)*

## *Table 3:* Teacher Characteristics*

| District | Days on Duty | Bargaining Unit | Average Salary | Number of Teachers |
|---|---|---|---|---|
| Anchorage | 188 | NEA | $43,902 | 2,661 |
| Atlanta | 190 | NEA | 35,303 | 3,680 |
| Baltimore | 185 | AFT | 36,872 | 5,755 |
| Boston | 183 | AFT | 37,312 | 4,410 |
| Broward County | 190 | AFT | 36,368 | 9,930 |
| Buffalo | 185 | NEA | 34,944 | NA |
| Chicago | 185 | AFT | 38,409 | 24,289 |
| Cincinnati | 184 | AFT | 34,440 | 3,101 |
| Cleveland | 195 | AFT | 32,948 | 4,194 |
| Columbus | 195 | NEA | 33,848 | 4,678 |
| Dade County | 190 | AFT | 37,794 | 16,122 |
| Dallas | 185 | NA[1] | 29,065 | 8,400 |
| Dayton | 185 | NEA | 33,739 | 1,834 |
| Denver | 183 | NEA | 32,923 | 3,721 |
| Detroit | 195 | AFT | 36,929 | 9,273 |
| Duval County | 196 | AFT | 29,103 | 6,485 |
| E. Baton Rouge | 180 | NA[1] | 25,944 | 4,108 |
| El Paso | 183 | NA | 27,077 | 3,649 |
| Fresno | 183 | NEA | 35,532 | 2,596 |
| Houston | NA | NA | NA | 10,078 |
| Indianapolis | 190 | NEA | 34,277 | 2,828 |
| Long Beach | 182 | NEA | 38,016 | 2,977 |
| Los Angeles | 182 | UTLA[2] | 44,351 | 26,393 |
| Memphis | 200 | NEA | 28,570 | 6,000 |
| Milwaukee | 187 | Independent | 35,273 | 6,243 |
| Minneapolis | 184 | AFT | 39,000 | 2,250 |
| Nashville | 185 | NEA | 30,790 | 3,657 |
| New Orleans | NA | AFT | NA | NA |
| New York | 190 | AFT | 39,344 | 57,263[3] |
| Norfolk | 190 | NEA | 32,170 | 2,055 |
| Oakland | 183 | NEA | 40,000 | 2,254 |
| Oklahoma City | 181 | AFT | 24,331 | 1,940 |
| Omaha | 190 | NEA | 29,884 | 2,797 |
| Philadelphia | 190 | AFT | 38,579 | 10,756 |
| Phoenix | 182 | NEA | 37,325 | 1,322 |
| Pittsburgh | 189 | AFT | 41,812 | 2,856 |
| Portland | 190 | NEA | 32,581 | 3,120 |
| Rochester | NA | AFT | NA | 2,449 |
| Sacramento | 181 | Independent | NA | 2,077 |
| St. Louis | 200 | AFT | 26,509 | 4,195 |
| St. Paul | 186 | AFT | 37,543 | 2,044 |
| San Diego | 184 | NEA | 35,988 | 5,282 |
| San Francisco | 181 | AFT/NEA | 39,835 | 3,924 |
| Seattle | 182 | NEA | 34,744 | 2,178 |
| Toledo | 182 | AFT | 32,892 | 2,462 |
| Tucson | 202 | NEA | 32,265 | 2,764 |
| Washington, D.C. | 192 | AFT | 38,825 | 6,597 |
| **Most Common** | **187.4** | **AFT** | **$36,650[4]** | **297,645** |

*Data for the 1990-91 school year.

[1] No required collective bargaining.

[2] UTLA: United Teachers of Los Angeles, affiliated with California Teachers Association, California Federation of Teachers, NEA, and AFT/AFL-CIO

[3] 1991-92 data.

[4] Number represents true average, not average of averages.

*Source: Educational Research Service and the Council of the Great City Schools (see footnote, page 111)*

## *Table 4:* Grade Level Organization*

| District | Elementary Grades[2] | Middle Grades[2] | Secondary Grades[1] | Total Number of Schools |
|---|---|---|---|---|
| Anchorage | K-6 | 7-8 | 8-12 | 78 |
| Atlanta | K-5, K-7 | 6-8 | 8-12, 9-12 | 115 |
| Baltimore | K-6, K-7 | 6-8, 7-9 | 9-12, 10-12 | 180 |
| Boston | K-5 | 6-8 | 9-12 | 120 |
| Broward County | PK-5 | 6-8 | 9-12 | 168 |
| Buffalo | K-8 | NA | 9-12 | 75 |
| Chicago | K-5, K-6 | 6-8, 7-8 | 9-12 | 610 |
| Cincinnati | K-3, K-6, K-8, 3-6 | 7-8, 7-9 | 9-12 | 86 |
| Cleveland | K, K-3, K-6, 4-6 | 7-8 | 9-12 | 129 |
| Columbus | K-5 | 6-8 | 9-12 | 137 |
| Dade County | PK-5, PK-6, K-5, K-6, Other[3] | 6-8, 6-9, 7-8, 7-9 | 9-12, 10-12 | 271 |
| Dallas | PK-6 | 7-8 | 9-12 | 198 |
| Dayton | K-6 | 7-8 | 9-12 | 48 |
| Denver | K, K-2, K-5, 3-5 | 6-8 | 9-12 | 114 |
| Detroit | K-5 | 6-8 | 9-12 | 248 |
| Duval County | K, K-5, K-6, 6 | 7, 7-9, 8-9 | 7-12, 8-12, 9-12, 10-12 | 150 |
| E. Baton Rouge | K-5 | 6-8 | 9-12 | 102 |
| El Paso | PK-5 | 6-8 | 9-12 | 76 |
| Fresno | K-6, K-7 | 7-8 | 9, 9-12, 10-12 | 84 |
| Houston | K-5, 6 | 6-8 | 9-12 | 242 |
| Indianapolis | K-6 | 7-8 | 9-12 | 85 |
| Long Beach | K-5 | 6-8 | 9-12 | 82 |
| Los Angeles | K-6 | 7-9 | 10-12 | 625 |
| Memphis | K-6 | 7-9 | 10-12 | 158 |
| Milwaukee | K-5, K-6 | 6-8 | 9-12 | 146 |
| Minneapolis | K-3, K-6, 3-6, 4-6 | K-8, 7-8 | 9-12 | 62 |
| Nashville | K-2, K-3, K-4, K-6, 3-6 | 5-8, 7-8, 7-9 | 9-12 | 121 |
| New Orleans | K-6 | 6-8, 7-9 | 9-12, 10-12 | 122 |
| New York | K-5, K-6 | 6-8, 7-9 | 9-12 | 999 |
| Norfolk | K-5 | 6-8 | 9-12 | 58 |
| Oakland | K-4, K-6 | 5-8, 7-8, 7-9 | 10-12 | 89 |
| Oklahoma City | K-4, 5 | 6-8 | 9-12 | 84 |
| Omaha | K-6 | 7-8, 7-9 | 9-12, 10-12 | 80 |
| Philadelphia | K-5, K-6, K-8 | 5-8, 7-9 | 9-12, 10-12 | 255 |
| Phoenix | NA[4] | NA[4] | 9-12 | 13 |
| Pittsburgh | K-5, K-8 | 6-8 | 9-12 | 85 |
| Portland | PK, K-5 | 6-8 | 9-12 | 91 |
| Rochester | K-5, K-6, K-8 | 6-8 | 9-12 | 54 |
| Sacramento | K-6 | 7-8 | 9-12 | 72 |
| St. Louis | K-5 | 6-8 | 9-12 | 128 |
| St. Paul | K-3, K-4, K-5, K-8, 4-6 | 7-8 | 9-12 | 51 |
| San Diego | K-5, K-6 | 6-8, 7-8, 7-9 | 9-12, 10-12 | 155 |
| San Francisco | K-5 | 6-8 | 9-12 | 110 |
| Seattle | K, K-3, K-6, 3-6, 4-6 | 6-8, 7-8 | 9-12, 10-12 | 82 |
| Toledo | K-6 | 7-8 | 9-12 | 64 |
| Tucson | K-5 | 6-8 | 9-12 | 103 |
| Washington, D.C. | K-4, K-6, K-8 | 5-8, 7-9 | 9-12, 10-12 | 187 |
| **Most Common** | **K-6** | **7-8** | **9-12** | **7,392** |

*Data for the 1990-91 school year.

[2] Data do not include alternative or other special schools.

[3] Dade County had a total of 22 grade configurations for its elementary grades.

[4] Phoenix Union High School District has secondary grades only.

*Source: Council of the Great City Schools (see footnote, page 111)*

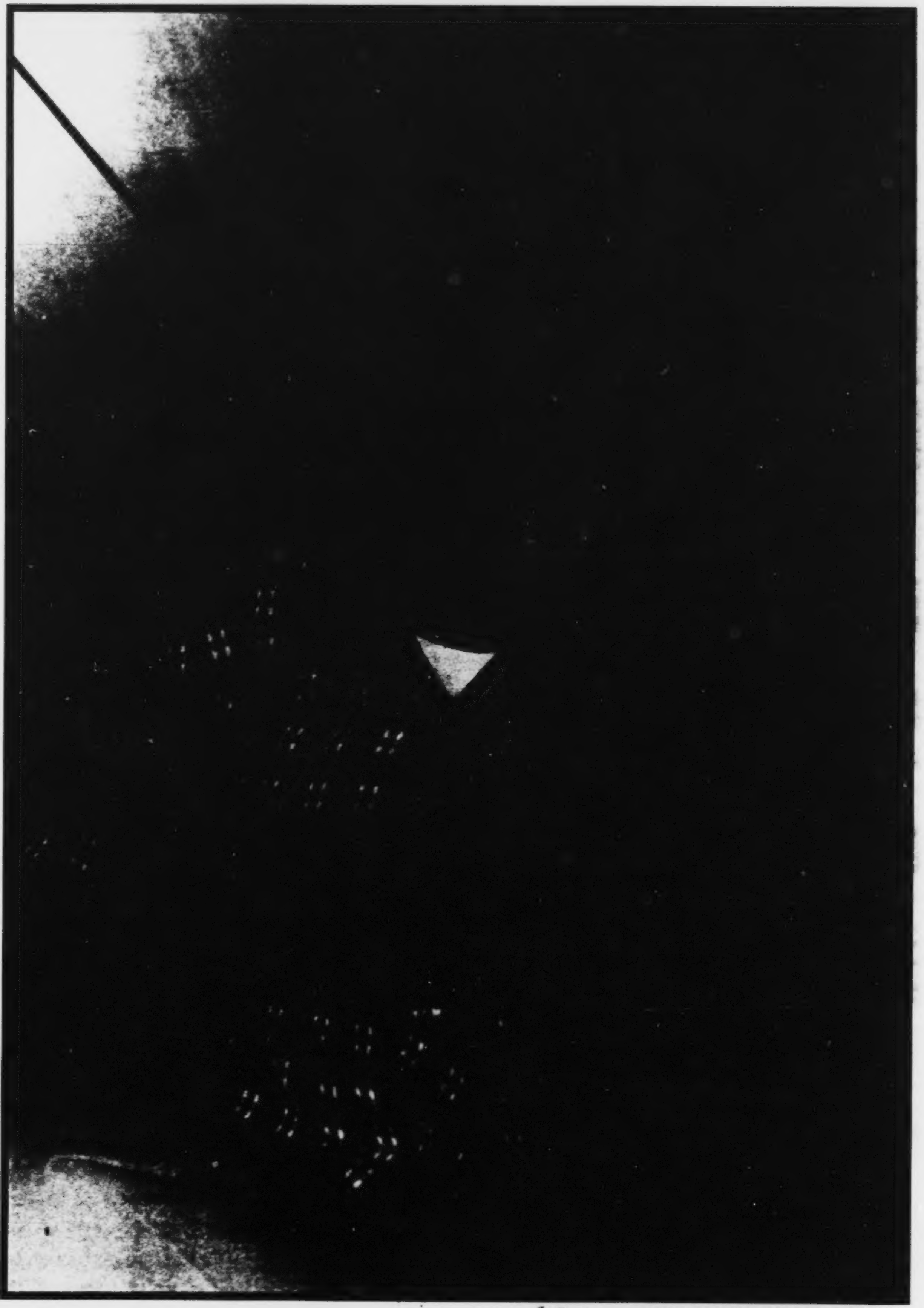
## *Table 5:* Status of Desegregation Plans*

| District | Origin of Plan | Year Begun | Scope of Plan | Grade Levels |
|---|---|---|---|---|
| Anchorage | NA | NA | NA | NA |
| Atlanta | Unitary | 1974 | System-wide | PK-12 |
| Baltimore | Unitary | NA | System-wide | K-12 |
| Boston | Unitary | 1990 | System-wide | K-12 |
| Broward County | Voluntary | 1970 & 1987 | System-wide and select schools | PK-12 |
| Buffalo | Federal court | 1976 | System-wide | PK-12 |
| Chicago | Federal court | 1980 | System-wide | PK-12 |
| Cincinnati | Voluntary | 1984 | System-wide | K-12 |
| Cleveland | Federal court | 1976 | System-wide | 1-12 |
| Columbus | Unitary | 1979 | System-wide | K-12 |
| Dade County | Federal court | 1970 | System-wide | K-12 |
| Dallas | Federal court | 1971 | System-wide | K-12 |
| Dayton | Federal court | 1976 | System-wide | K-12 |
| Denver | Federal court | 1974 | System-wide | 1-12 |
| Detroit | Unitary | 1976 | System-wide | NA |
| Duval County | Federal court | 1990 | System-wide | K-12 |
| E. Baton Rouge | NA | NA | NA | NA |
| El Paso | Federal court | 1978 | Select schools | PK-12 |
| Fresno | HEW Plan | 1978 | Select schools | K-12 |
| Houston | Unitary | 1970 | System-wide | K-12 |
| Indianapolis | Federal court | 1981 | System-wide and suburbs | 1-12 |
| Long Beach | State government | 1980 | System-wide | K-12 |
| Los Angeles | State court | 1976 & 1981 | System-wide | PK-12 |
| Memphis | Federal court | 1973 | System-wide | 1-12 |
| Milwaukee | Federal court | 1976 | System-wide | K-12 |
| Minneapolis | State government | 1983 | System-wide | K-12 |
| Nashville | Federal court | 1983 | System-wide | 1-12 |
| New Orleans | HEW Plan | 1989 | Magnet schools | K-12 |
| New York | Combination[1] | NA | System-wide and select schools | K-12 |
| Norfolk | Unitary | 1986 | System-wide and select schools | K-12 |
| Oakland | NA | NA | NA | NA |
| Oklahoma City | Federal court | NA | System-wide | K-12 |
| Omaha | Unitary | 1976 | System-wide | 2-12 |
| Philadelphia | State government | 1983 | System-wide | PK-12 |
| Phoenix | Federal court | 1985 | System-wide | 9-12 |
| Pittsburgh | State government | 1982 | Select schools | 1-12 |
| Portland | Voluntary | 1980 | System-wide | PK-12 |
| Rochester | Voluntary | 1987 | System-wide and suburbs | PK-12 |
| Sacramento | Voluntary | 1966 | System-wide | K-12 |
| St. Louis | Federal court | 1980 | System-wide and suburbs | PK-12 |
| St. Paul | State government | 1984 | System-wide and suburbs | PK-12 |
| San Diego | State court | 1977 | System-wide | K-12 |
| San Francisco | Federal court | 1983 | System-wide and suburbs | K-12 |
| Seattle | Voluntary | 1989 | System-wide | 1-12 |
| Toledo | NA | NA | NA | NA |
| Tucson | Federal court | 1978 | Select schools | K-8 |
| Washington, D.C. | Unitary | NA | System-wide | K-12 |

*Data for the 1990-91 school year.

[1] Federal court order for two community districts and one high school; voluntary systemwide; New York State Commissionor's order for two high school boroughs and OCR agreement for one borough

*Source: Council of the Great City Schools (see footnote, page 111)*



## Chapter IV:

# Funding of Urban Schools

●

**1990**
**1991**

# Chapter IV: Funding of Urban Schools

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# Funding of Urban Schools

Adequate and equitable funding of urban school systems remains one of the nation's most central educational challenges. Most (76.1%) of the Great City School systems are financially independent, i.e., have their own taxing authority, but a disproportionately large percentage (23.9%) depend on their general purpose unit of government for revenues. Of those which are financially independent, 100.0% used property tax as the main source of locally generated revenues, 46.2% used tuition or fees (in states where it is legal) to generate small amounts of local revenue, 34.6% used sales taxes, 11.5% used personal income tax, 7.7% used auto taxes, and 3.8% used some form of value-added tax. No district used corporate income tax or commuter tax for local school revenue. In addition, most financially independent Great City School systems had general purpose bond ratings of at least A. In 1990-91, 11.1% had bond ratings of Aaa, 33.3% had Aa, 18.5% had A1 and another 18.5% had A. About 18.5% had bond ratings of Baa1 or lower, according to Moody's. Between 1980 and 1990, total locally-generated inflation-adjusted revenue for the Great City Schools increase slightly from $180.68 per capita to $186.08.

State revenues also changed between 1980 and 1990 in the Great City Schools. The percent of total state K-12 expenditures devoted to the Great City Schools declined from 14.6% in 1980 to 14.4% in 1990. During the same period, the percent of federal K-12 expenditures devoted to the Great City Schools increased from 19.7% to 21.3%, after having dipped in the early 1980's due to large federal cutbacks. Total revenues of the Great City Schools equalled about $32.0 billion annually in 1990-91, up from $16.2 billion in 1980. 42.0% of these revenues come from a local sources, 48.9% from state sources, and 9.1% from federal sources.

Per pupil revenues (corrected for inflation) have increased from $3,014 in 1980-81 to $3,298 in 1990-91 (+9.4%). Local source revenues held relatively steady between 1980-81 and 1990-91, comprising 42.8% of total revenues then. Federal revenues have decreased in share of total revenues from 11.9% to 9.1%. State-source revenue has grown only slightly from 45.3% of total city funds in 1980-81 to their current level.

When the unusually high needs of students in the inner cities are coupled with the revenues, a clearer picture emerges of the shortfall in support for urban schools. The average per pupil expenditure on large city public school students is $3,861, compared to $4,132 nationally. Urban school students, once need is taken into account, are being funded a[illegible] level about 7% below the national average.

Total expenditures show that the average per pupil expenditure in large urban school systems was $5,200 in 1990-91 compared to $6,073 in suburban public school districts, $5,476 in rural schools, and $5,512 nationally. Urban schools spend about the same percent of overall expenditures (62.0%) on classroom instruction as suburban schools but the dollar level is about $506 less per child in the cities. City schools spend more per child on health care, nutrition, and central office administration than suburbs, but spend less per child than their suburban counterparts on the Board of Education and Superintendents' offices, student extracurricular activities and maintenance and repair of buildings.

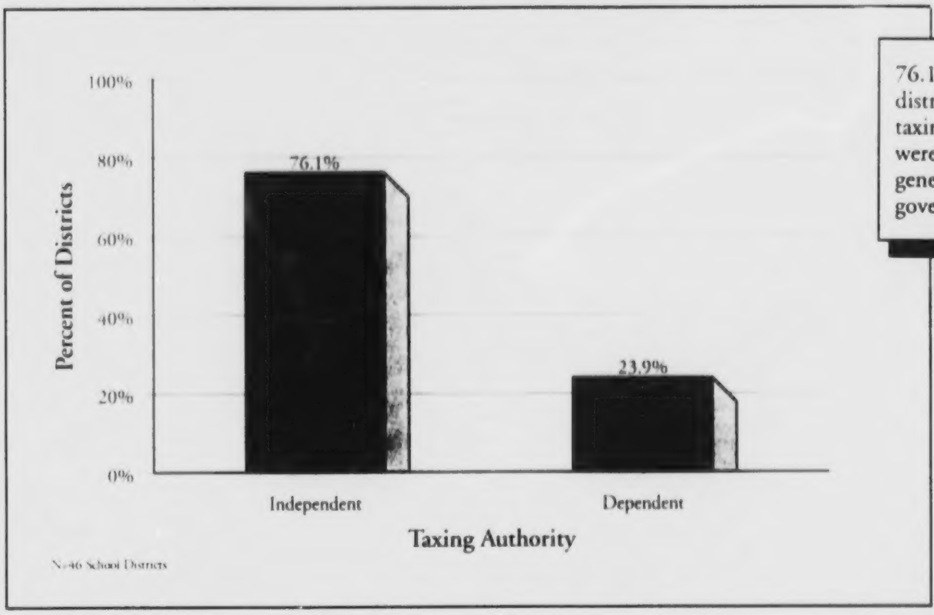
# Funding of Urban Schools

**How Are We Doing: At-a-Glance**

- 23.9% of GCS districts were financially dependent on their general purpose unit of government for local revenues in 1990-91.
- 76.1% of GCS districts were financially independent in 1990-91.
- 100.0% of GCS districts used property taxes as a source of local revenue in 1990-91.
- 34.6% of GCS districts used sales taxes as a source of local revenue in 1990-91.
- None of GCS districts used corporate income tax as a source of local revenue in 1990-91.
- 11.5% of GCS districts used personal income tax as a source of local revenue in 1990-91.
- 44.4% of financially independent GCS districts had a municipal bond rating of at least Aa in 1990-91.
- 18.5% of financially independent GCS districts had a municipal bond rating lower than Baa1 in 1990-91.
- The inflation-adjusted local revenue for the GCS increased from $180.68 per capita in 1980-81 to $186.08 in 1990-91.
- The GCS share of state expenditures for K-12 education decreased from 14.6% in 1980-81 to 14.4% in 1990-91.
- The GCS share of federal expenditures for K-12 education increased from 19.7% in 1980-81 to 21.3% in 1990-91.
- 42.8% of GCS revenues came from local sources in 1980-81 and 42.0% came from local sources in 1990-91.
- 45.3% of GCS revenues came from state sources in 1980-81 and 48.9% came from state sources in 1990-91.
- 11.9% of GCS revenues came from federal sources in 1980-81 and 9.1% came from federal sources in 1990-91.
- The average revenue per pupil increased form $3,014 in the GCS in 1980-81 to $5,874 in 1990, but increased only 9.4% over inflation.
- The percent of GCS average per pupil expenditure devoted to classroom instructional costs was 62.0%

## Great City School Taxing Authority

Percent of Great City School districts with authority to levy taxes in 1990-91.



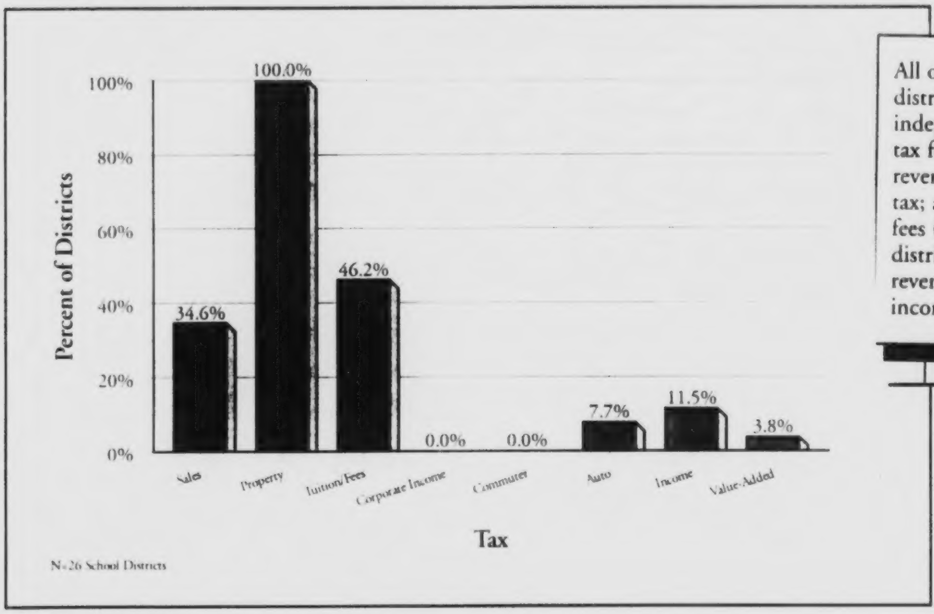
76.1% of Great City School districts had independent taxing authority while 23.9% were dependent on their general purpose unit of government for local revenue.

***Figure 91***

*Source: Council of the Great City Schools (see footnote, page 112)*

## Great City School Local Tax Base

Percent of Great City School districts using specified local tax sources for revenue in 1990-91.



All of the Great City School districts which are financially independent use a property tax for generating local revenue; 34.6% use a sales tax; and 46.2% use tuition or fees (where it is legal.) No districts receive local tax revenue from corporate income.

***Figure 92***

*Source: Council of the Great City Schools (see footnote, page 112)*

## Great City School Bond Ratings

Percent of Great City School districts with specified bond ratings in 1990.

11.1% of Great City School districts which were financially independent had a general purpose municipal bond rating of Aaa, and 33.3% had a rating of Aa.

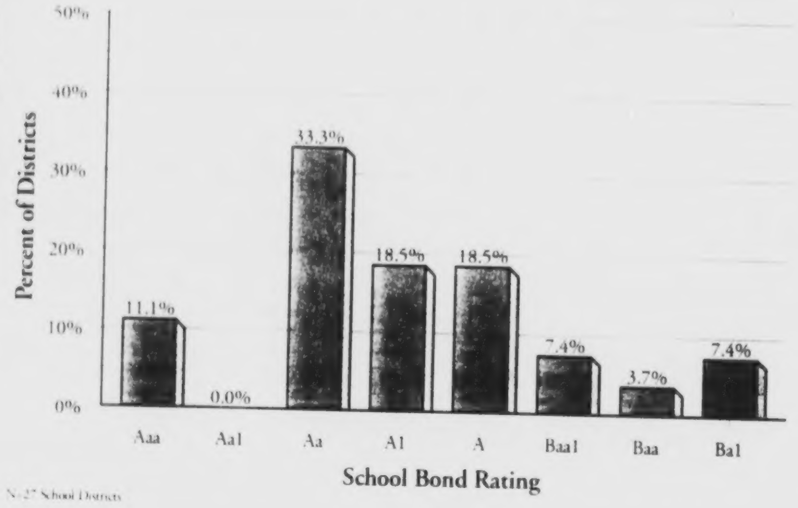


***Figure 93***

*Source: Moody's and the Council of the Great City Schools (see footnote, page 112)*

## Great City School Local Revenues per Capita

Local inflation-adjusted revenues per capita for the Great City Schools in 1980 and 1990.

Locally generated revenue for Great City Schools increased from $180.68 per Great City resident in 1980 to $186.08 (in 1980 inflation adjusted dollars) in 1990, a gain of 3.0%.

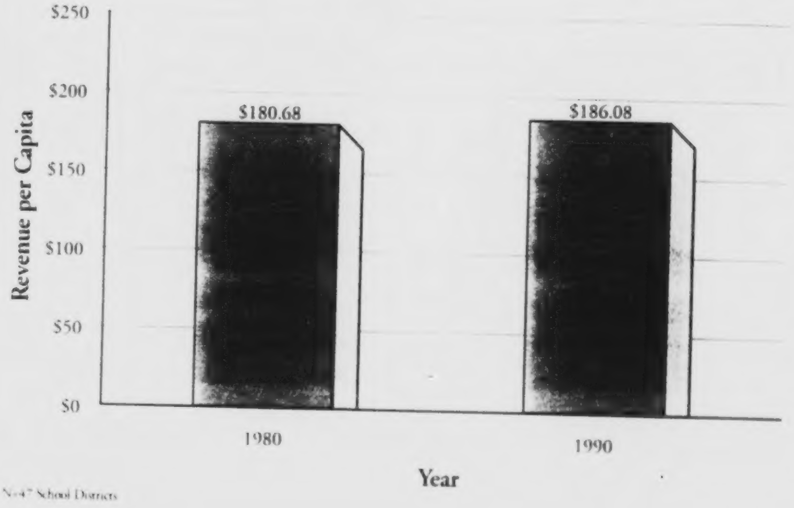
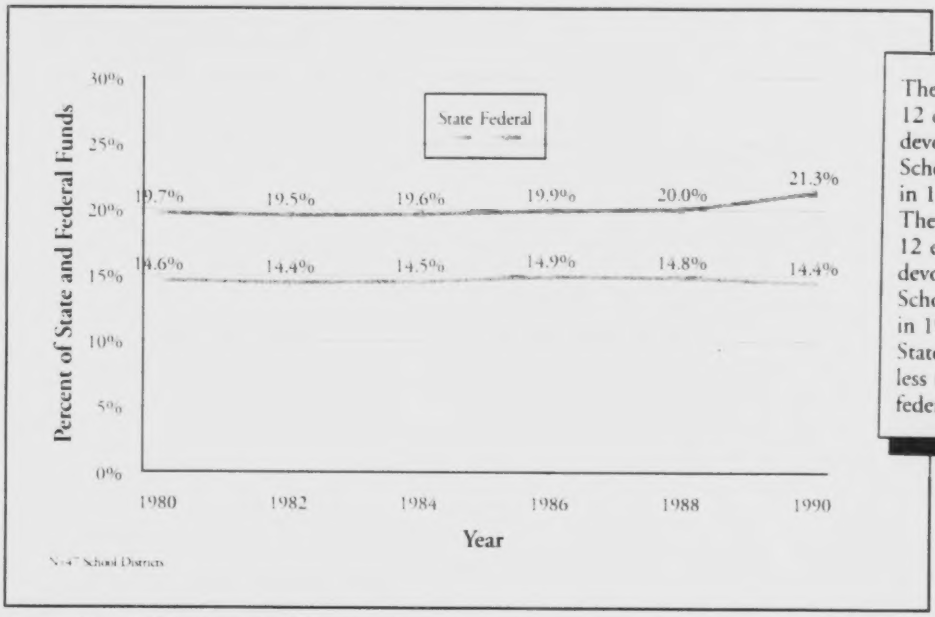


***Figure 94***

*Source: Council of the Great City Schools (see footnote, page 112)*

## Great City School Share of State and Federal Elementary and Secondary Expenditures

Great City Schools' share of state and federal elementary and secondary expenditures between 1980-81 and 1990-91.



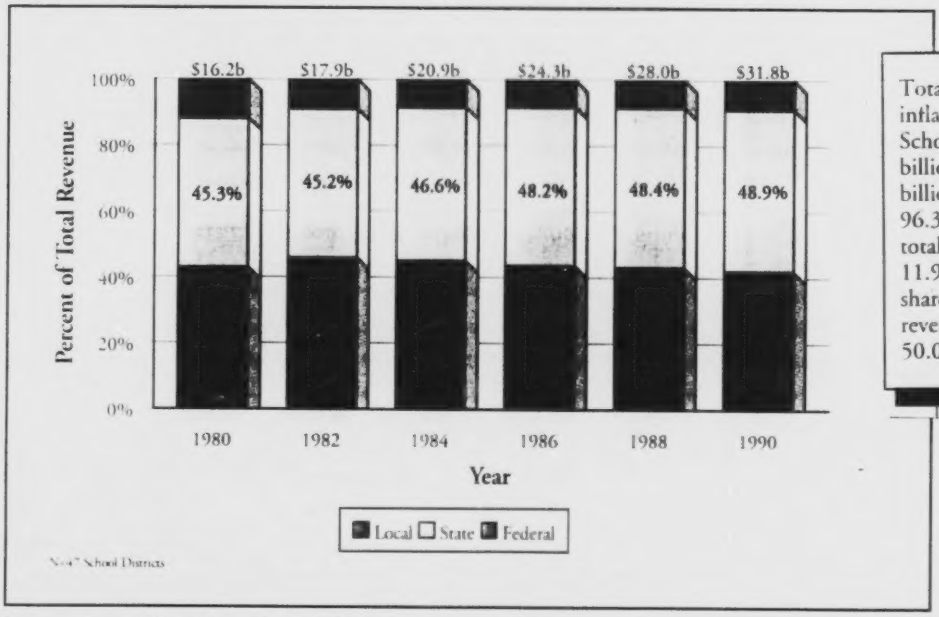
*Source: Council of the Great City Schools (see footnote, page 112)*

The percent of total state K-12 education expenditures devoted to the Great City Schools declined from 14.6% in 1980 to 14.4% in 1990. The percent of total federal K-12 education expenditures devoted to the Great City Schools increased from 19.7% in 1980 to 21.3% in 1990. State funding became slightly less targeted on cities while federal targeting increased.

***Figure 95***

## Total Revenues of Great City Schools by Source

Total revenues for Great City School districts by source between 1980-81 and 1990-91.



*Source: Council of the Great City Schools (see footnote, page 112)*

Total revenues (unadjusted for inflation) of the Great City Schools increased from $16.2 billion in 1980 to $31.8 billion in 1990, a gain of 96.3%. The federal share of total revenue decreased from 11.9% to 9.1%. The state share of Great City School revenues remained under 50.0%.

***Figure 96***

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## Great City School Average Per Pupil Revenues

Average inflation-adjusted per pupil revenues in the Great City Schools between 1980-81 and 1990-91.

The inflation-adjusted average per pupil revenue in the Great City Schools rose from $3,014 in 1980-81 to $3,298 in 1990-91, and increase of 9.4%.

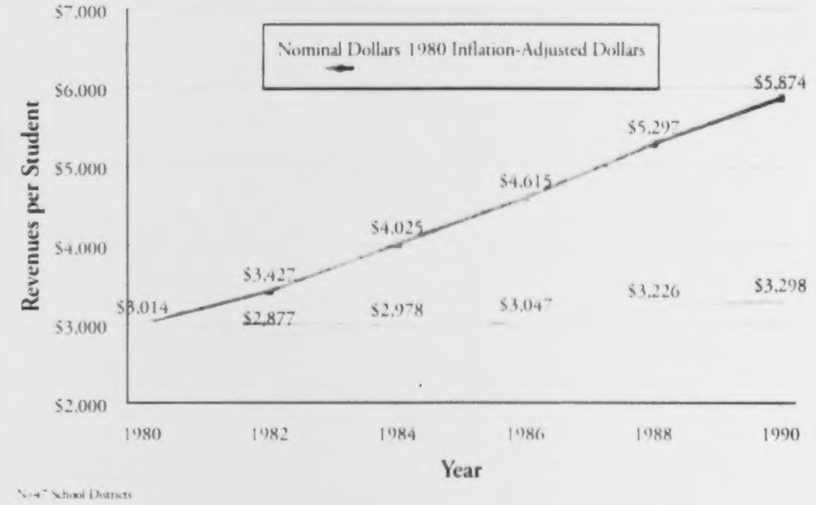


***Figure 97***

*Source: Council of the Great City Schools (see footnote, page 112)*

## Average Per Pupil Revenues Adjusted for Special Needs

Average per pupil revenues adjusted for special needs populations in the Great City Schools compared to the nation in 1990-91. (Figures not adjusted for inflation.)

The average per pupil revenue in 1990-91 was $3,861 after adjusting for numbers of poor, limited-English proficient, and disabled youth compared to $4,132 for the nation.

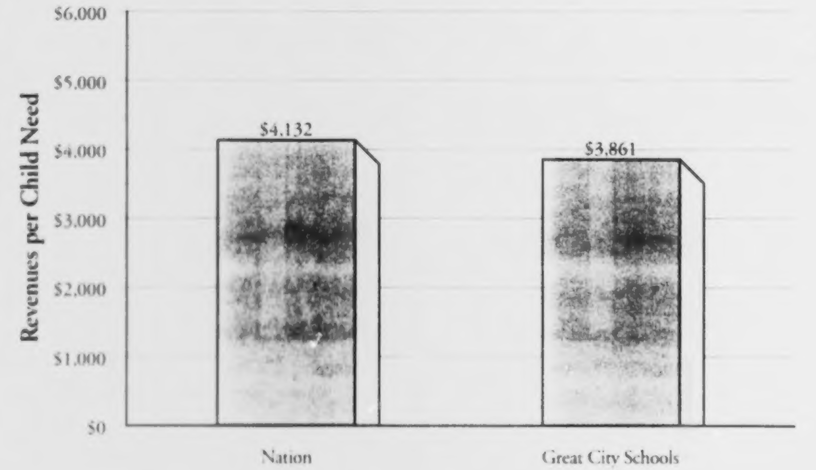


***Figure 98***

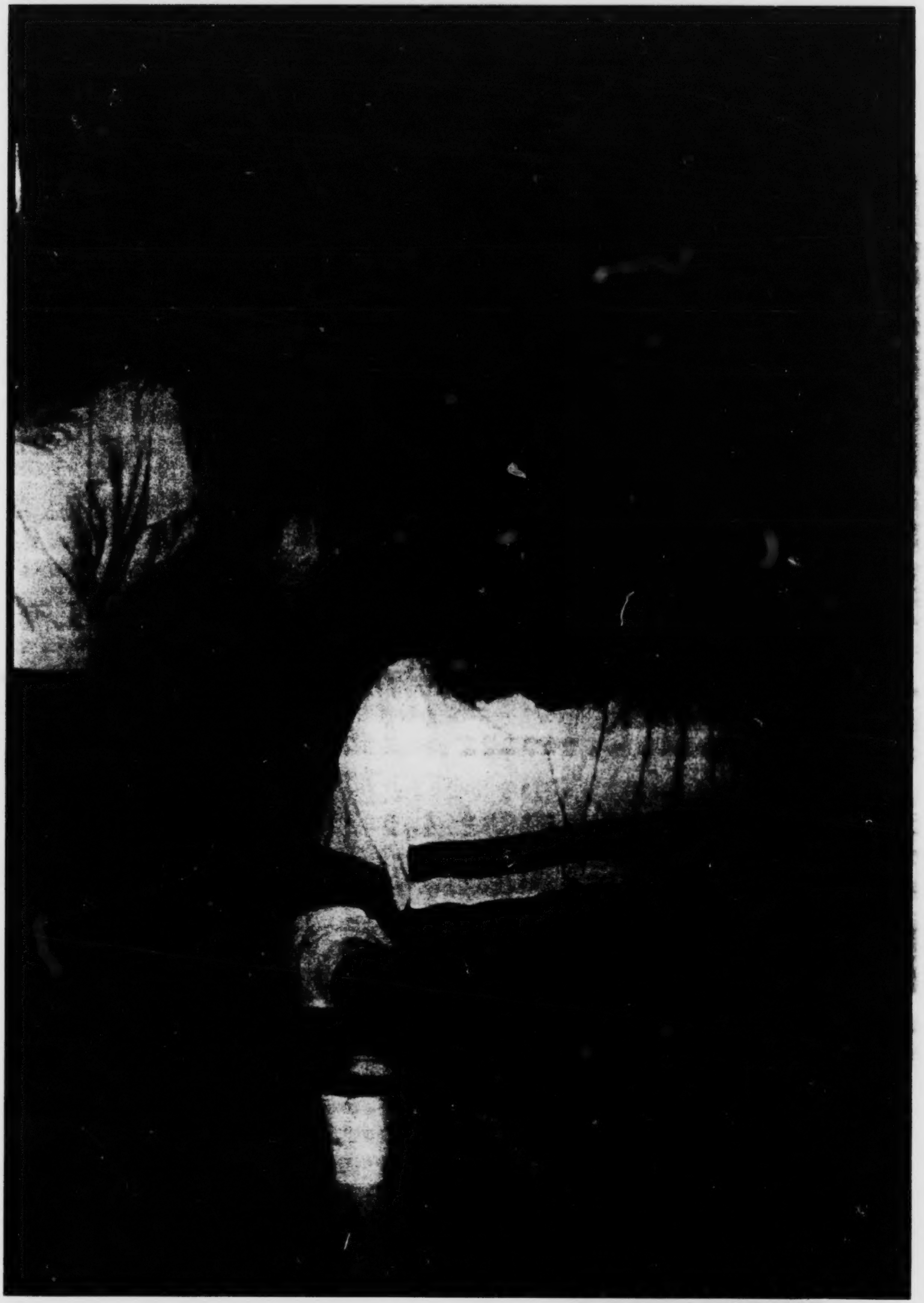
*Source: Council of the Great City Schools (see footnote, page 112)*

### *Table 6:* **Average Per Pupil Expenditures**

Average per pupil expenditures for large urban school districts by function compared to suburban schools, rural schools and the national average in 1990-91.

| | Large Urban Schools | | Suburban Schools | | Rural Schools | | National Average | |
|---|---|---|---|---|---|---|---|---|
| **Expenditure** | **Dollar** | **Percent** | **Dollar** | **Percent** | **Dollar** | **Percent** | **Dollar** | **Percent** |
| **Total Instructional Services** | **$3,223** | **62.0%** | **$3,729** | **61.4%** | **$3,328** | **60.6%** | **$3,392** | **61.5%** |
| Classroom Instructional | 2,335 | 44.9 | 2,749 | 45.3 | 2,449 | 44.7 | 2,492 | 45.2 |
| Special Education | 484 | 9.3 | 455 | 7.5 | 358 | 6.5 | 418 | 7.6 |
| Books and Materials | 101 | 1.9 | 147 | 2.4 | 166 | 3.0 | 141 | 2.6 |
| Auxiliary Instructional | 186 | 3.6 | 240 | 4.0 | 193 | 3.5 | 207 | 3.8 |
| Improvement and Development of Instruction | 102 | 2.0 | 83 | 1.4 | 51 | 0.9 | 71 | 1.3 |
| Other | 15 | 0.3 | 55 | 0.8 | 111 | 1.8 | 63 | 1.1 |
| **Total School Site Administration** | **$262** | 5.1% | **$295** | 4.9% | **$257** | 4.7% | **$271** | 4.9% |
| **Total Student Services** | **$358** | **6.9%** | **$417** | **6.9%** | **$498** | **9.1%** | **$392** | **7.1%** |
| Health and Attendance | 105 | 2.0 | 97 | 1.6 | 69 | 1.3 | 80 | 1.5 |
| Transportation | 196 | 3.8 | 231 | 3.8 | 342 | 6.3 | 234 | 4.3 |
| Food Services | 25 | 0.5 | 10 | 0.2 | 17 | 0.3 | 15 | 0.3 |
| Student Extracurricular Activities | 17 | 0.3 | 62 | 1.0 | 59 | 1.0 | 51 | 0.9 |
| Other | 15 | 0.3 | 17 | 0.3 | 11 | 0.2 | 12 | 0.2 |
| **Total Board of Education** | **$21** | **0.4%** | **$32** | **0.5%** | **$33** | **0.6%** | **$28** | **0.5%** |
| **Total Superintendent and Executive Administration** | **$71** | **1.4%** | **$99** | **1.6%** | **$102** | **1.9%** | **$94** | **1.7%** |
| **Total Central and Business Services** | **$184** | **3.5%** | **$146** | **2.4%** | **$92** | **1.7%** | **$122** | **2.2%** |
| **Total Maintenance and Operations** | **$460** | **8.8%** | **$481** | **7.9%** | **$375** | **6.9%** | **$417** | **7.6%** |
| **Total Environmental, Fuel and Utilities** | **$120** | **2.3%** | **$146** | **2.4%** | **$134** | **2.5%** | **$135** | **2.5%** |
| **Total Other Current Expenditures** | **$144** | **2.8%** | **$208** | **3.4%** | **$201** | **3.7%** | **$165** | **3.0%** |
| **Total Capital Outlay** | **$220** | **4.2%** | **$225** | **3.7%** | **$174** | **3.2%** | **$242** | **4.4%** |
| **Total Debt Retirement** | **$75** | **1.4%** | **$172** | **2.8%** | **#172** | **3.1%** | **$149** | **2.7%** |
| **Total Interest on Debt** | **$62** | **1.2%** | **$122** | **2.0%** | **$107** | **2.0%** | **$103** | **1.9%** |
| **Total Per Pupil Expenditure** | **$5,200** | **100.0%** | **$6,073** | **100.0%** | **$5,476** | **100.0%** | **$5,512** | **100.0%** |

*Source: Educational Resource Service and the Council of the Great City Schools (see footnote, page 112). Figures may not add due to rounding.*



# Chapter V:

# Data Limitations and Future Indicators

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1990
1991

# Chapter V: Data Limitations and Future Indicators

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# Data Limitations and Future Indicators

This first-ever Urban Education Goals Report assembles the best available data on how well the Great City Schools are meeting the national urban education goals. Fresh data are presented on urban poverty, school readiness, reading and math achievement by race, sex and grade span, annual dropout rates, graduation plans, and others. Most data were from original sources and have never been aggregated on urban schools and published at the national level. Because of its urban origins, we believe these data to be more accurate, more directly connected to the goals, and more relevant than others yet published on urban schools.

While the Council of the Great City Schools was pleased with the data and cooperation of its members, a good deal more is needed. Technical limitations in assessment, a very small project budget and staff, our inability to survey students or access other local urban agencies, and the burden of collecting more district data kept the report from being as comprehensive and comparable as will be needed in the future.

A number of comments are warranted before discussing data limitations and future indicators. First, every effort was made to align our indicators with those used by the National Education Goals Panel. We received terrific cooperation and every encouragement from them to proceed into uncharted waters. Most of the data available to the Panel, however, were unavailable on a city basis making our ability to compare the Great City Schools accurately to the nation very limited. More recent data from the 1990 Census and the 1990 "Student and Staffing Survey" were coming available only as we completed this work, further limiting our ability to draw on federal numbers.

Second, every effort was made to make the data as comparable as possible. This was done through refinements in the survey, and in the presentation of results. Problems came, as expected, in the areas of dropout rates and achievement data, each of which is discussed below and in the individual footnotes. In general, we attempted to mute the problem of aggregating disparate dropout data by presenting rates in intervals, and the achievement data by disaggregating results by grade span, race and sex. We were still left with dropout and achievement data which were non-comparable across the individual city-by-city profiles. We hope our preliminary attempts here and those in the future will push the technology toward greater comparability. In the future we will be working to disaggregate all urban data by income level, an important factor in high-poverty cities.

Third, the development of indicators, collection of data, and review and verification of results were given much attention. As described in the Introduction, the development of indicators was an iterative process taking many months, with the repeated involvement of superintendents, school board members, directors of research and evaluation, and others. This was done to ensure accuracy, build political support, and maximize the return rate of surveys.

Fourth, the indicators, draft survey and draft reports were subjected to external review by experts in education statistics and indicators. This was done to ensure that the project had the highest levels of integrity, and the most current thinking about the possibilities and pitfalls in this kind of endeavor.

Fifth, about half our original indicators were used in this report. Both data burden and technical limitations prevented our ability to do more. In some cases, we were hampered by urban schools not maintaining and defining their data in the same way. This was true at the national and state levels but exacerbated at the local. We hope this and future Council indicators reports, further cooperation with the National Education Goals Panel, and future standardization of urban data will result in more comprehensive and accurate assessments.

Sixth, most data in this report were of two types: data on the percent of students or data on the percent of districts. The more common is the latter, which ultimately presented problems with the sample size in the analysis. While 44 of 47 Council members presented data for this report, not all districts responded to every question. Moreover, some data had to be eliminated when the analysis required that numerators and denominators be based on the same school districts. We have attempted to keep the reader informed of this shifting sample by specifying the N with each figure. The reader should also note that data will not necessarily total from one figure to another, especially with dropout and achievement data, because of the differing number of school systems providing results. All analyses were conducted, however, using identical districts in numerators and denominators with any given figure. It should also be noted that student data were not cross-tabulated by race and gender.

Seventh, all data in the report presenting gross findings on the percent of school districts with programs in particular areas are somewhat unsatisfying in that no measure of quality is evident. The purpose of these figures was to show a gross measure of effort to address each problem. The implication is that more districts will pursue programs of these types to address the challenges of urban education.

Finally, future reports will include measures of others' help to urban schools in achieving the Goals, including assistance by the President, Governors, Congress, Associations and others. We have tried to be clear that help, not criticism, is needed to provide strong inner-city schools for this country.

### Chapter I: Urban Student Demographics

**Future Reports will seek to expand the number of student needs that are examined. Data in future reports will include more income data, data on student health and family background, and more trend data.**

We were generally pleased with the amount and variety of student demographic data we were able to include in this report. Still, improvements in our data are needed to show the full extent of the challenges urban children bring to school every day, including problems of single-parent households, drug addiction and abuse, and poor housing. Future reports will attempt to fill this need as quickly as possible.

### Chapter II: Urban Goal Indicators

#### *Goal 1: Readiness to Learn*

**Future Reports will seek to expand the assessment of readiness by including data on other pre-K experiences like day care. Pre-K data may also include programs with no formal education component. Data will be disaggregated by race and gender. Finally, data may be collected on the results of assessments done by city schools to judge readiness.**

This Urban Goals Report made some headway in assessing school readiness by collecting data on how urban school districts measured this goal. While this told us nothing about readiness itself, it did tell us what to look for in the future. To that end, we would like to pursue data on the number of children in cities who come to school with appropriate immunizations, and other factors identified in this report and elsewhere that more directly assess readiness. In addition, the data on numbers of pre-K and Kindergarten staff in this report need further work. These grades, more than others, rely on paraprofessionals--groups less likely to be credentialed and on whom data are not as well kept. Future reports may disaggregate these numbers further. The reader should see the "Notes" section for each city to tell whether they included paraprofessionals in their reporting. Our analysis aggregated both professionals and paraprofessionals for purposes of showing pupil/teacher ratios and percentage of staff who were credentialed.

### *Goal 2: Increased Graduation Rates*

> **Future Reports will seek to include more comprehensive and comparable data on attendance rates by grade span, particularly for students grades 7-12, disaggregated by race and gender. More importantly, future reports will seek to follow the graduates and dropouts four, five and six years later. Additional attempts will be made to standardize reporting definitions, and to collect data on retention in-grade for K-6 graders.**

Because of the difference in the way urban schools currently define and collect dropout data, this report was able only to present aggregated annual dropout data in bands. Dropout data in the city-by-city profiles are largely non-comparable, and readers should proceed with caution in trying to compare them. Profiles contain rates as the individual cities report them. In addition, data on graduates for this report were collected by asking for the numbers of graduates by race and gender. While these data allow comparisons of the distribution of graduates against those in the total K-12 enrollment, they provide very little information about the "holding power" of schools, nor do they account for large numbers of individuals who return to some educational institution to earn a General Education Diploma (G.E.D.) The reader is referred to the "Notes" section of the profiles for further information.

### *Goal 3: Improved Academic Achievement*

> **Future Reports will seek to provide additional data on grade point averages for grades 9-12 by gender and race, including cross-tabulations with attendance; achievement (including writing achievement) on measures other than norm-referenced achievement tests; data on average school system S.A.T. and A.C.T scores with accompanying participation rates; and data on course completion. Future reports will also seek to provide more consistent data on the achievement of special education and limited English proficient children.**

Achievement data presented in this report have a number of flaws, most of them unsolvable given the present technology. As is commonly known, standardized norm-referenced achievement tests come in great variety, are often given for disparate reasons, to differing age groups and grades, and with differing norms. And norm referenced tests are not as satisfying as criterion-referenced ones in judging the adequacy of performance. This report attempts to mute some of those problems by aggregating the data across systems then disaggregating them by quartile, grade span, race and sex so that gross patterns are not masked by counter-balancing high and low performances. We have essentially treated the differences among tests as minimal once the data are disaggregated across so many children. Also, the fear of many that our use of norm-referenced exams would result in an urban "Lake Woebegone" effect appears to have been unfounded since achievement averages found here were actually below the norm. Moreover, our achievement data generally correspond with those done by NAEP, further minimizing the risks. As the assessment technology improves, this report will reflect it. Also, future reports will include breakdowns of achievement data by income level, a variable that has more bearing on achievement than race or sex. In addition, this report in the future will strive to present achievement data assessing higher-order skills and using alternative and authentic measures rather than standardized test scores which are often flawed indicators of learning.

We should indicate here that urban schools are troubled by the evolving push for a single national achievement test, despite our use of only one type of test in this report. Children in America's schools already have enough testing, and minority children in the inner-cities already have enough hurdles. And our concerns are strategic in the sense that we are unsure about the ultimate uses of these national exams when a community's schools are shown to be "substandard". The reaction to this report may provide some answers.

### *Goal 4: Quality Teachers*

> **Future Reports will seek to collect original data on the number and percentage of teaching positions that went unfilled by subject area; data on years of teaching experience by subject area; data on teachers with a B.A. major or minor in the subject area being taught; data on the number of teachers in district-sponsored training on effective teaching, advanced study in subject matter, or in-service training in urban or cultural awareness; and data on teacher turnover and attendance.**

This section of the current report has a number of inadequacies we hope to correct in the future. Data on teacher days on duty were meant to serve as an initial proxy for length of school year, but these days include more than instructional time in the classroom. Future efforts will be made to assess both length of school year and day. Second, our measurement of teacher certification is clearly imprecise because of differing definitions in each state, and the recent increases in emergency and alternative certificates. Teacher undergraduate or graduate degree in field would clearly be better future indicators.

### *Goal 5: Postsecondary Opportunities*

> **Future Reports will seek to provide new data on the registration of eligible 12th graders to vote; satisfaction and confidence of 12th graders as they exit high school; and data on the number of college-bound graduates who meet admissions standards for the primary state university.**

This part of the report has data on the percentage of graduates pursuing various postsecondary activities by race and sex. These data are a combination of graduates' indications of plans for postsecondary activity and actual one-year follow-ups. In addition, some of these data were collected on samples of students, not all of whom responded; and some on the entire universe of students. Aggregations for this report were done using data only from districts which collected information on all or nearly all graduates rather than those which used sampling. Future reports will seek to further standardize the reporting, and will pursue more long-term measures of student postsecondary behavior. In addition ,we would like to pursue data on student readiness for college rather than just enrollment plans, since the gap between preparation and enrollment can depend on financial aid policies, location of postsecondary institutions and other factors.

### *Goal 6: Safe and Caring Environment*

> **Future Reports will seek to provide new data on incidents of personal crime by type and grade level, and on property crime and vandalism. Further data collection will also be explored on student health, average building age and repair needs.**

Data on this goal warrant the greatest amount of expansion and improvement. The national report relies heavily in its parallel goal on surveys of individual students, something desirable for an urban report but out of our range financially at the present time. Attempts to conduct urban surveys of student attitudes and behavior are on the drawing board for several years from now. In the meantime, data provided in this report will have to suffice. In the future we would also like to collect measures of urban child well-being in health, nutrition and safety.

## Chapter III: Urban School System Characteristics

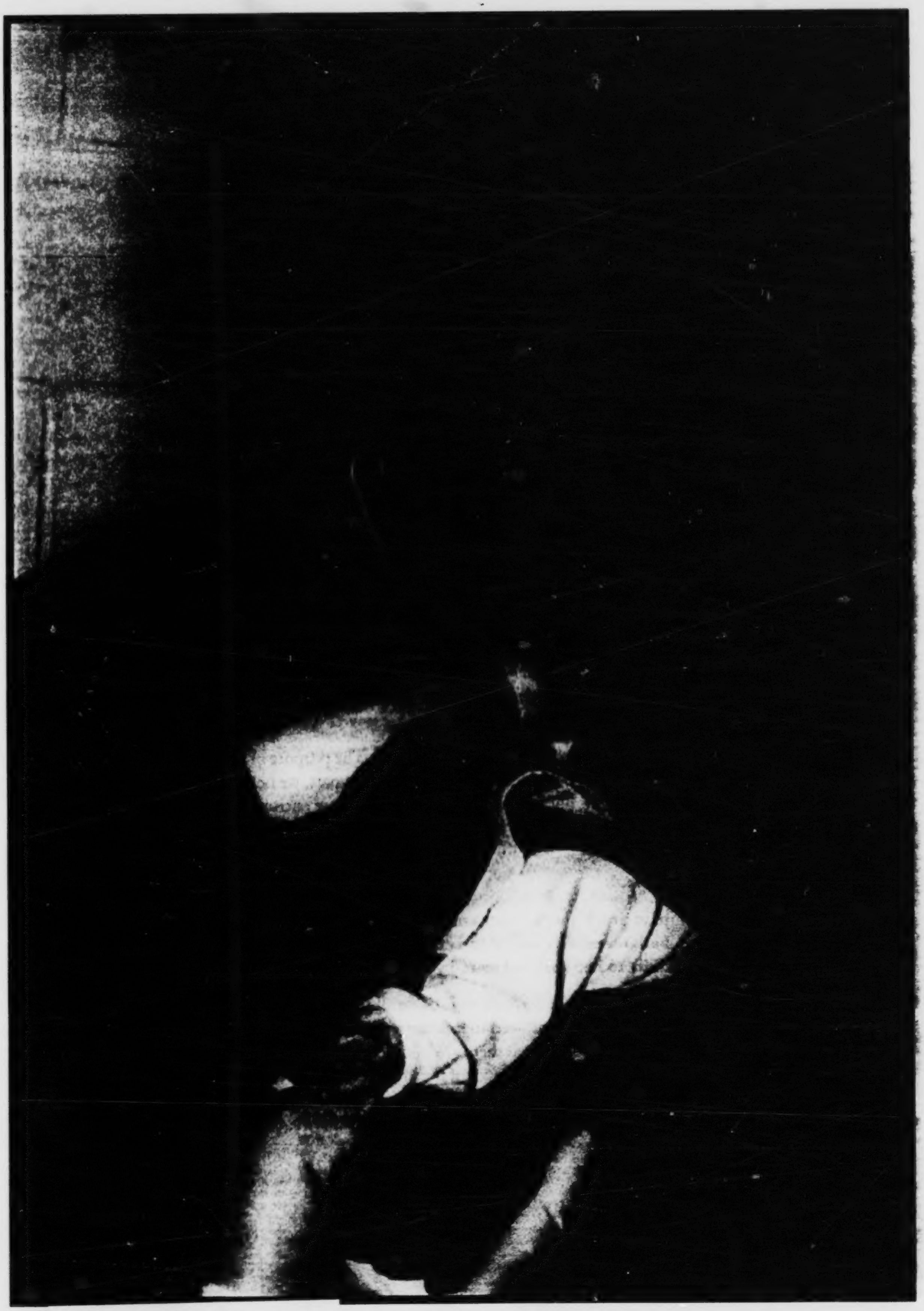
> **Future Reports will seek to include more data on the governance aspects and structural characteristics of urban schools.**

There are extensive data which could have been provided in this section. The purpose of the data are informational and contextual only. While that purpose was met in part, we believe that other items might have greater policy implications. Users of this report are encouraged to make suggestions.

## Chapter IV: Funding of Urban Schools

> **Future Reports will attempt to provide more standardized and comparable data on urban school finances, both revenue by source and expenditures by type, and to link those more successfully to national and state-by-state trends.**

Growing space limitations in this report made it difficult to include all the finance data on urban schools that we wanted. There is still a great need to link the inordinately high needs of urban school children with the resources available to them. While we made a first attempt at doing this here, we were only partially successful. Because of the interest in federal funding of urban schools, more such data--which are available--will be included in future reports or published separately. Users of this report are also encouraged to suggest improvements here.



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# Footnotes

## Chapter I: Urban Student Demographics

***Figure 1:*** **"Great City Population."** Figures are the raw total population of the 47 Great Cities in 1980 and 1990. Data are for cities except where the school system boundaries are co-terminous with county lines, i.e., Dade County (Miami), Broward County (Ft. Lauderdale), and Duval County (Jacksonville.) In several cases, city and county lines are co-terminous: Baltimore City, Dallas, Denver, E. Baton Rouge, Milwaukee, New Orleans, New York City (which is composed of five counties), Norfolk, Philadelphia, San Francisco, St. Louis City, and Washington, D.C. In cases like San Diego and Oklahoma City where the population residing within school district boundaries was less than the population of the city, and Los Angles where the population residing within the school district was larger than the population of the city, city population was used without regard to school system boundaries.

***Figure 2:*** **"Great City Population as Percent of Nation's Population."** Percents for 1980 and 1990 were calculated by dividing the sum of the population of each of the Great Cities (see note for Figure 1) by the official Census Bureau population for the nation in each year.

***Figure 3:*** **"Great City 5-17 Year Old Population."** Figures are the raw total 5-17 year old population of the 47 Great Cities in 1980 and 1990, except in instances described in note for Figure 1 where county 5-17 year old population was used.

***Figure 4:*** **"Great City 5-17 Year Old Population as Percent of Nation's 5-17 Year Old Population."** Percents for 1980 and 1990 were calculated by dividing the sum of the 5-17 year old population of the Great Cities (see note for Figure 1) by the official Census Bureau 5-17 year old population for the nation in each year.

***Figure 5:*** **"Great City School Enrollment."** Figures are the raw total K-12 enrollment in the Great City Schools in each year shown plus students in pre-k, special education, transitional grades, and ungraded students. Adult education students were not included. Some districts did not provide data on pre-K enrollments. Data have been rounded to the nearest 10,000 students and are shown in millions.

***Figure 6:*** **"Great City School Enrollment as Percent of Great City 5-17 Year Old Population."** Percents for 1980 and 1990 were calculated by dividing the sum of the enrollments of each of the Great City School systems (see note for Figure 5) by the 5-17 year old population of the identical cities (or counties, see notes for Figure 1 and Figure 3) for each year. The remaining children were assumed to be in private schools, home-study, or not enrolled in any educational setting.

***Figure 7:*** **"Great City School Enrollment as Percent of Nation's Enrollment."** Percents for each year were calculated by dividing the sum of the enrollments of each of the Great City School systems (see note for Figure 5) by the official Department of Education K-12 public school enrollment for each respective year.

***Figure 8:*** **"Great City School Enrollment by Race/Ethnicity."** Percents for 1980 and 1990 were calculated by dividing the sum of each racial group across all Great City School systems by the sum of all students identified by race in the Great City Schools for each year.

***Figure 9:*** **"Great City School Enrollment by Race/Ethnicity as Percent of Nation's Enrollment by Race/Ethnicity."** Percents were calculated by dividing the sum of each racial group across all Great City School districts (see note for Figure 8) by the national sum of each group as reported by the Office of Civil Rights (OCR) for each year. Fall 1988 data were used in lieu of Fall 1990 data because 1990 data were not yet available from OCR at the time this report was printed.

***Figure 10:*** **"Change in Great City School Enrollment by Race/Ethnicity."** Percents were calculated by subtracting the 1990 enrollment from the 1980 enrollment for each respective racial group and dividing the difference by the 1980 enrollment for that group.

***Figure 11:*** **"Great City School Enrollment by Special Needs."** Percents calculated by dividing the sum of each group of students across all Great City School districts by the sum of the enrollments of the identical districts (see note for Figure 5.) Disabled students included all those eligible to receive services under PL94-142. Free/Reduced Lunch students included all those individuals whose parent's income would qualify the child for a free or reduced price federal lunch subsidy. L.E.P. students included those individuals enrolled in the school systems and classified according to federal regulation as "limited English proficient".

*Figure 12:* **"Great City School Enrollment by Special Needs as Percent of Nation's Special Needs."** Percents were calculated by dividing the sum of each group of students across all Great City School districts (see note for Figure 11) by the national totals for each group. Data for national totals of disabled and limited English proficient (L.E.P.) students were from the Department of Education; data for national totals of free/reduced price lunch children were from the Department of Agriculture.

*Figure 13:* **"Great City 5-17 Year Old Population in Poverty."** Percents were calculated by dividing the 1980 and 1990 Census counts of children aged 5-17 below poverty residing in the Great Cities (or counties in cases described in the note for Figure 1) by the total 5-17 year old population in the identical cities (or counties.) Note that while most poor children are enrolled in public schools, these data do not represent public school enrollment poverty rates.

*Figure 14:* **"Great City 5-17 Year Old Population in Poverty as Percent of Nation's 5-17 Year Old Population in Poverty."** Percents calculated by dividing the 1980 and 1990 Census counts of children aged 5-17 below poverty residing in the Great Cities by the total nation count of 5-17 year olds in poverty.

## Chapter II: Urban Goal Indicators

### *Goal 1: Readiness to Learn*

*Figure 15:* **"Infant Mortality."** Mortality rates were based on 1987 sample of 112 cities with populations over 100,000 with return rate of 75.9%. Data are from the Children's Defense Fund.

*Figure 16:* **"Preschool Program Children on Public Assistance."** Data are from "A Profile of Child Care Settings: Early Education and Care in 1990," Office of Planning, Budget and Evaluation, U.S. Department of Education., Volume I, page 74, Table III.16. Figures represent the poverty rate among children served in center-based early childhood programs in urban areas compared to the nation.

*Figure 17:* **"Great City School Methods of Assessing School Readiness."** Percents were calculated by dividing the number of responding districts which used specified methods of assessing school readiness among entering kindergarten pupils by the total number of districts responding to the question.

*Figure 18:* **"Great City School First Graders with Prior Education."** Percents were calculated by dividing the total number of entering first graders in districts responding to the question who had specified levels of prior education in that school district by the total number of first graders in those same districts.

*Figure 19:* **"Great City School Pupil/Teacher Ratios for Early Childhood."** Ratios were calculated by dividing the total number of pre-kindergarten pupils in districts responding to the question by the total number of pre-kindergarten teachers and paraprofessionals in the same districts, and dividing the total number of kindergarten pupils by the total number of kindergarten teachers and paraprofessionals. Some districts reported only teachers.

*Figure 20:* **"Certification of Great City School Early Childhood Staff."** First percent was calculated by dividing the total number of pre-kindergarten teachers and paraprofessionals in districts responding to the question who have a professional early childhood credential, i.e., Child Development Associate credential, by the total number of pre-kindergarten teachers and paraprofessionals in the same districts. Second percent was calculated by dividing the total number of kindergarten teachers and paraprofessionals who were fully certified as elementary school teachers by the total number of teachers and paraprofessionals. Some districts reported data only for teachers.

*Figure 21:* **"Child Care Programs for Infants of Teen Mothers."** Percents were calculated by dividing the total number of school districts responding to the question which indicated that they provided some form of child care for infants of teen mothers in all, some or none of their schools by the total number of responding school districts. Percents should total 100.0% of responding districts. Some districts may have checked "all" or "some" to mean any school enrolling teens rather than all schools in the district.

*Figure 22:* **"Parenting Programs for Adults."** Percents were calculated by dividing the total number of school districts responding to the question which indicated that they provided some form of parenting programs for adults in all, some or none of their schools by the total number of responding districts. Percents should total 100.0% of responding districts.

*Figure 23:* **"Parenting Programs for Teens."** Percents were calculated by dividing the total number of school districts responding to the question which indicated that they provided some form of parenting program for teens in all, some or none of their schools by the total number of responding districts. Percents should total 100.0% of responding districts. Some districts may have checked "all" or "some" to mean any school enrolling teens rather than all schools in the district.

*Figure 24:* **"Latchkey Programs."** Percents were calculated by dividing the total number of school districts responding to the question which indicated that they provided some form of latchkey program in all, some or none of their schools by the total number of responding districts. Percents should total 100.0% of responding districts.

*Goal 2: Increased Graduation Rates*

*Figure 25:* **"Single Year Dropout and Retention Rate."** Data are from "Dropout Rates in the United States: 1990", U.S. Department of Education, Office of Educational Research and Improvement (NCES 91-053), page 5, Table 2. Data represent "event rates" which measure the proportion of individuals who have dropped out of school over a specified time interval, in this case, one year. The numerator of the single-year event rate for 1990 is the number of persons 15 through 24 years old surveyed in 1990 who were enrolled in high school in October 1989, were not enrolled in high school (grades 10-12) in October 1990, and who also did not complete high school or its equivalent between October 1989 and 1990. The denominator of the event rate is the sum of the dropouts (i.e. the numerator) and the number of all persons 15 through 24 years old who were in grades 10-12 last year and successfully completed the grade.

*Figure 26:* **"Cohort Dropout and Retention Rate."** Data are from "Dropout Rates in the United States: 1990", U.S. Department of Education, Office of Research and Improvement (NCES) 91-053), page 17, Table 8. (See definitions in that report for cohort dropout and retention rates.)

*Figure 27:* **"Change in Great City School Annual Dropout Rates."** Percents were calculated by dividing the total number of districts responding with three years worth (1988-89,1989-90, and 1990-91) of annual dropout rates and which showed an increase or decrease in their rates between 1988-89 and 1990-91 by the total number of districts responding to the question. Percents should total 100.0% of responding districts. All reporting districts showed change in one direction or the other.

*Figure 28:* **"Great City School Annual Dropout Rates."** Percents for each year (1988-89 and 1990-91) were calculated by dividing the total number of districts responding with three year's worth of annual dropout data (see note for figure 27) and whose self-reported rates were within specified intervals by the total number of districts responding. Intervals were established to mute the inconsistencies of dropout definitions and rates from one city to another. The differences between the percents within any specified interval provides an indirect proxy measure for actual rate changes had rates been comparable from one city to another (which they are not.) Other than specifying intervals of rates, no attempt was made after the initial feasibility study to standardize dropout definitions or rates across cities.

*Figure 29:* **"Great City School Annual Dropout Rates by Race/Ethnicity."** Percents were calculated by dividing the total number of responding districts whose 1990-91 dropout rates for each race fell into specified intervals (see note for Figure 28) by the total number of districts responding with dropout data for that racial group.

*Figure 30:* **"Great City School Annual Dropout Rates by Sex."** Percents were calculated by dividing the total number of responding districts whose 1990-91 dropout rates for each sex fell into specified intervals (see note for Figure 28) by the total number of districts responding with dropout data for that sex.

*Figure 31:* **"Change in Great City School Four Year Dropout Rates."** Percents were calculated by dividing the total number of districts responding with three years worth (1988-89,1989-90, and 1990-91) of four year dropout rates and which showed an increase or decrease in their rates between 1988-89 and 1990-91 by the total number of districts responding to the question. Percents should total 100.0% of responding districts. All reporting districts showed change in one direction or the other.

*Figure 32:* **"Great City School Four Year Dropout Rates."** Percents for each year (1988-89 and 1990-91) were calculated by dividing the total number of districts responding with three year's worth of four year dropout data (see note for Figure 31) and whose rates were within specified intervals by the total number of districts responding.

Intervals were established to mute the inconsistencies of dropout definitions and rates from one city to another. The differences between the percents within any specified interval provides an indirect proxy measure for actual rate changes had rates been comparable from one city to another (which they are not.) Other than specifying intervals of rates, no attempt was made after the initial feasibility study to standardize dropout definitions or rates across cities.

*Figure 33:* **"Great City School Graduates by Race/Ethnicity."** Percents were calculated by dividing the total number of graduates of each race from districts responding to the question with complete data by the sum of graduates of all specified races from the same districts. Percents can be compared to the share each race is of total K-12 enrollment. Note that N=30 for data on graduates but total enrollment data are for all 47 districts. An analysis showed that there was no significant difference in the racial composition of the 30 districts responding with graduation data and the entire 47 Great City School districts for which K-12 enrollment data are shown.

*Figure 34:* **"Great City School Graduates by Sex."** Percents were calculated by dividing the total number of graduates of each sex from districts responding to the question by the sum of graduates of both sexes from the same districts. Percents can be compared to the share each sex is of the total K-12 enrollment. Note that N=39 for data on graduates but total enrollment data are for all 47 districts. An analysis showed that there was no significant difference in the sex composition of the 30 districts responding with graduation data and the entire 47 Great City School districts for which K-12 enrollment data are shown.

### *Goal 3: Improved Academic Achievement*

*Figure 35:* **"Reading."** Figures represent the number of points on a 500 point scale that disadvantaged urban students in each age group had increased on NAEP reading achievement tests between 1970-71 and 1988-89 compared to the nation.

*Figure 36:* **"Mathematics."** Figures represent the percentage of disadvantaged urban students in each grade group meeting new national standards for proficiency in mathematics.

*Figure 37:* **"Great City School Reading Achievement."** Percents were calculated by dividing the sum of all Great City School students scoring in each quartile on a norm referenced reading achievement test by the sum of Great City School students who scored in any quartile. Figures 38,39 and 40 need to be examined in conjunction with Figure 37 to get a better sense of the range in performance across grade span, race and sex. Note that the figures do not represent test scores but rather the numbers of students whose achievement scores fell into a given quartile. Note also that students do not take the same norm-referenced tests from one city to another, nor do they take them in precisely the same grades or have precisely the same norm group. Students in each quarter rather than test scores were summed to mute the effects of the differing tests used. Finally, the percentages in Figures 37-40 do not correspond because of the differing number of districts responding. (See discussion in Chapter V.)

*Figure 38:* **"Great City School Reading Achievement by Grade."** Percents were calculated by dividing the sum of all students in the specified grade span whose reading achievement was in either the third or fourth quartile by the sum of all students from those grade spans in the same cities. See note for Figure 37.

*Figure 39:* **"Great City School Reading Achievement by Race/Ethnicity."** Percents were calculated by dividing the sum of all students in the specified grade span and race scoring above the norm on whatever standardized norm-referenced achievement test was administered by the total number of students in that grade span and of the same race who scored either above or below the norm (i.e. approximately the number tested.)

*Figure 40:* **"Great City School Reading Achievement by Sex."** Percents were calculated by dividing the sum of all students in the specified grade span and sex scoring above the norm on whatever standardized norm-referenced achievement test was administered by the total number of students in that grade span and the same sex who scored either above or below the norm (i.e. approximately the number tested.)

*Figure 41:* **"Great City School Math Achievement."** Percents were calculated by dividing the sum of all Great City School students scoring in each quartile on a norm referenced math achievement test by the sum of Great City School students who scored in any quartile. Figures 42,43 and 44 need to be examined in conjunction with Figure 41 to get a better sense of the range in performance across grade span, race and sex. Note that the figures do not represent test scores but rather the numbers of students whose achievement scores fell into a given quartile. Note also that students do not take the same norm-referenced tests from one city to another, nor do they take

them in precisely the same grades or have precisely the same norm group. Students in each quarter rather than test scores were summed to mute the effects of the differing tests used. Finally, the percentages in Figures 41-44 do not correspond because of the differing number of districts responding. (See discussion in Chapter V.)

*Figure 42:* **"Great City School Math Achievement by Grade."** Percents were calculated by dividing the sum of all students in a specified grade span whose math achievement was in either the third or fourth quartile by the sum of all students from those grade spans in the same cities. See note for Figure 41.

*Figure 43:* **"Great City School Math Achievement by Race/Ethnicity."** Percents calculated by dividing the sum of all students in the specified grade span and race scoring above the norm on whatever standardized norm-referenced achievement test was administered by the total number of students in that grade span and of the same race who scored either above or below the norm (i.e. approximately the number tested.)

*Figure 44:* **"Great City School Math Achievement by Sex."** Percents were calculated by dividing the sum of all students in the specified grade span and sex scoring above the norm on whatever standardized norm-referenced achievement test was administered by the total number of students in that grade span and of the same race who scored either above or below the norm (i.e. approximately the number tested.)

*Figure 45:* **"Change in Great City School Reading and Math Achievement in Elementary Grades."** Percents were calculated by dividing the number of districts which reported that their reading and math standardized norm-referenced achievement test scores had increased universally across all elementary grades, had increased in some grades but decreased in others, or had decreased universally across all elementary grades by the total number of districts which responded to the question.

*Figure 46:* **"Change in Great City School Reading and Math Achievement in Secondary Grades."** Percents were calculated by dividing the number of districts which reported that their reading and math standardized norm-referenced achievement test scores had increased universally across all secondary grades, had increased in some grades but decreased in others, or had decreased universally across all secondary grades by the total number of districts which responded to the question.

*Figure 47:* **"Great City School First Year Algebra."** Percents were calculated by dividing the number of students reported by the districts responding to this question who had not completed a course in first year algebra by the end of the 10th grade by the total number of 10th graders in the same districts.

*Figure 48:* **"Great City School First Year Algebra by Race/Ethnicity."** Percents were calculated by dividing the total number of students of each race reported by the districts responding to the question who had successfully completed a course in first year algebra by the end of the 10th grade by the total number of 10th graders of that race in the same districts.

*Figure 49:* **"Great City School First Year Algebra by Sex."** Percents were calculated by dividing the total number of students from each sex reported by the districts responding to the question who had successfully completed a course in 1st year algebra by the end of the 10th grade by the total number of 10th graders of that sex in the same districts.

*Figure 50:* **"Great City School Advanced Course Completion."** Percents calculated by dividing the total number of students in districts responding to the question who had successfully completed an Advanced Placement or International Baccalaureate course in English, math or science by the total number of 11-12th graders in the same districts.

*Figure 51:* **"Great City School Advanced Course Completion by Race/Ethnicity."** Percents were calculated by dividing the total number of students by race in districts responding to the question who had successfully completed either an Advanced Placement or International Baccalaureate course in English, math or science by the total number of 11-12th graders of the same race in the same districts.

*Figure 52:* **"Great City School Advanced Course Completion by Sex."** Percents were calculated by dividing the total number of students by sex in districts responding to the question who had successfully completed either an Advanced Placement or International Baccalaureate course in English, math or science by the total number of 11-12th graders of the same sex in the same districts.

*Figure 53:* "**Site-Based Management Programs.**" Percents were calculated by dividing the total number of school districts responding to the question which indicated that they provided some form of site-based management program in all, some, or none of their schools by the total number of responding school districts. Percents should total 100.0% of responding districts.

*Figure 54:* "**Magnet Programs.**" Percents were calculated by dividing the total number of school districts responding to the question which indicated that they provided some form of magnet program in all, some, or none of their schools by the total number of responding districts. Percents should total 100.0% of responding districts.

*Figure 55:* "**Choice Programs.**" Percents were calculated by dividing the total number of school districts responding to the question which indicated that they provided some form of choice program within the public schools in all, some or none of their schools by the total number of responding districts. Such programs could include open-enrollment, modified open-enrollment or other controlled choice programs. Percents should total 100.0% of responding districts.

*Figure 56:* "**Alternative Assessment Programs.**" Percents were calculated by dividing the total number of school districts responding to the question which indicated that they used some form of alternative assessment procedures or programs in all, some or none of their schools by the total number of responding districts. Percents should total 100.0% of responding districts.

### *Goal 4: Quality Teachers*

*Figure 57:* "**Teacher Shortages.**" Data are numbers of teacher candidate shortages per 1000 current teachers in the specified locations. A candidate shortage is defined as a teaching position for which a teacher was sought and could not be found during the recruiting period (spring to fall, 1983) and for which the opening was vacant or was withdrawn, abolished, or transferred to another field, including positions for which a temporary substitute was hired. Data are from "The Condition of Education, 1985 Edition", page 148, Table 3.3.

*Figure 58:* "**Great City School Teacher Days on Duty.**" Percents were calculated by dividing the number of districts for which data were available and whose teachers were on duty for specified intervals of days per year by the total number of districts for which data were available. Days on duty includes both instructional days, in-service training days, and days spent on non-instructional duties. Numbers do not correspond to the length of the school year.

*Figure 59:* "**Great City School Teachers by Race/Ethnicity and Grade.**" Percents were calculated by dividing the total number of teachers of each race and specified grade span from districts responding to the question by the total number of teachers in that grade span for whom racial breakdowns were available.

*Figure 60:* "**Great City School Teachers by Sex and Grade.**" Percents were calculated by dividing the total number of teachers of each sex and specified grade span from districts responding to the question by the total number of teachers in that grade span for whom sex breakdowns were available.

*Figure 61:* "**Great City School Pupil/Teacher Ratios by Race/Ethnicity.**" Numbers were calculated by dividing the total number of students of each race by the total number of teachers of the same race in school districts which provided data on both.

*Figure 62:* "**Great City School Pupil/Teacher Ratios by Sex.**" Numbers were calculated by dividing the total number of students of each sex by the total number of teachers of the same sex in school districts which provided data on both.

*Figure 63:* "**Average Great City School Teacher Salary.**" Data are the average teacher salaries in the Great City Schools compared to the national average in 1980-81 and 1990-91.

*Figure 64:* "**Great City School Teachers Fully Certified by Subject.**" Percents were calculated by dividing the number of teachers in school districts responding to the question who were fully certified to teach in either English, math and science by the total number of teachers who were fully certified and not fully certified in that subject.

*Figure 65:* "**Future Teacher Programs.**" Percents were calculated by dividing the total number of school districts responding to the question which indicated that they provided some form of future teacher program ,i.e. programs to encourage current middle and high school students to consider and begin training to become a teacher

after graduating from college, in all, some or none of their schools by the total number of responding districts. Percents should total 100.0% of responding districts. Programs are also known as "grow your own" teacher programs. Some districts may have checked "all" or "some" to mean any school enrolling middle or high school students rather than all schools in the district.

*Figure 66:* **"Teacher/Staff Training Programs in Urban Culture or Race Relations."** Percents were calculated by dividing the total number of school districts responding to the question which indicated that they provided some form of in-service teacher or staff training in urban culture or race relations in all, some or none of their schools by the total number of responding districts. Percents should total 100.0% of responding districts.

### *Goal 5: Postsecondary Opportunities*

*Figure 67:* **"Youth Unemployment Rates."** Data are official Department of Labor 1990 annual unemployment rates for youth by race living in poverty neighborhoods of metropolitan areas compared to the national average youth unemployment rate in 1990. Youth are those individuals ages 16-19.

*Figure 68:* **"Pursuits of Great City School Graduates."** Percents were calculated by dividing the total number of Great City School graduates who pursued or planned to pursue specified postsecondary activities by the total number of graduates who specified their activities or planned activities. Data were based on local studies which surveyed all graduates or seniors rather than just a sample.

*Figure 69:* **"Great City School Graduates Pursuing Four Year College by Race/Ethnicity."** Percents were calculated by dividing the total number of graduating students by race who were enrolled or planned to enroll in a four-year college or university by the total number of graduates of the same race in the same districts.

*Figure 70:* **"Great City School Graduates Pursuing Four Year College by Sex."** Percents were calculated by dividing the total number of graduating students by sex who were enrolled or planned to enroll in a four-year college by the total number of graduates of the same sex in the same districts.

*Figure 71:* **"Higher Education Awareness Programs."** Percents were calculated by dividing the total number of school districts responding to the question which indicated that they provided some form of higher education awareness program in all, some, or none of their schools by the total number of responding districts. These programs are ones designed to provide information to middle and high school students on opportunities to pursue college after graduating from high school. Percents should total 100.0% of responding districts. Some districts may have checked "all" or "some" to mean any school enrolling the middle or high school students rather than all schools in the district.

*Figure 72:* **"Voter Registration Programs."** Percents were calculated by dividing the total number of school districts responding to the question which indicated that they provided some form of voter registration program for eligible students in all, some, or none of their schools divided by the total number of responding districts. Percents should total 100.0% of responding districts. Some districts may have checked "all" or "some" to mean any school enrolling voter eligible students rather than all schools in the district.

*Figure 73:* **"Community Service Programs."** Percents were calculated by dividing the total number of school districts responding to the question which indicated that they provided some form of community service program in all, some, or none of their schools by the total number of responding districts. These programs may be those where students participate either voluntarily or as part of the required curriculum in community service or programs that bring outside community service volunteers into the school. Percents should total 100.0% of responding districts.

*Figure 74:* **"Job Training Programs for Youth."** Percents were calculated by dividing the total number of school districts responding to the question which indicated that they provided some form of job training program for youth in all, some or none of their schools by the total number of responding districts. These programs may include summer jobs programs for youth who may not necessarily be enrolled in school. Percents should total 100.0% or responding districts. Some districts may have checked "all" or "some" to mean any school enrolling those old enough for a jobs program rather than all schools in the district.

*Figure 75:* **"Business Collaborative Programs."** Percents were calculated by dividing the total number of school districts responding to the question which indicated that they provided some form of business collaborative in

all, some, or none of their schools by the total number of responding districts. Such programs may include adopt-a-schools, private sector funding of school projects, personnel training or other collaborations between the private sector and the responding school system. Percents should equal 100.0% of responding districts.

*Figure 76:* "**Adult Education Programs.**" Percents were calculated by dividing the total number of school districts responding to the question which indicated that they provided some form of adult education program in all, some or none of their schools by the total number of responding districts. Such programs may include G.E.D. programs or other training or education efforts. Percents should total 100.0%. Some districts may have checked "all" or "some" to mean any schools serving an adult population rather than all schools in the district.

*Goal 6: Safe and Caring Environment*

*Figure 77:* "**Illicit Drug Use.**" Data are from annual University of Michigan study for the National Institutes of Drug Abuse. A very large metropolitan area is defined in the study as the 16 largest SMSA's in the nation, including both central city and suburbs; other metropolitan areas are defined as all remaining SMSA's; non-metropolitan are those areas not designated as metropolitan by the Census Bureau.

*Figure 78:* "**AIDS Rates.**" Data are from unpublished figures computed by the Centers for Disease Control.

*Figure 79:* "**School Safety.**" Data are from "The National Education Goals Report: Building a Nation of Learners, 1991", National Education Goals Panel, page 29, exhibit 23.

*Figure 80:* "**Great City School Drug/Alcohol Incidents.**" Numbers were calculated by dividing the total number of drug or alcohol related incidents on school grounds at each grade level into the district enrollment in that grade span divided by 1,000. Note that a single incident may include more than one student, and be of any level of seriousness.

*Figure 81:* "**Great City School Deferred Building Maintenance.**" Percents were calculated by dividing the total number of responding districts whose accumulated deferred maintenance costs were within specified bands by the total number of responding districts. Deferred maintenance does not include capital costs.

*Figure 82:* "**In-School Health Clinics.**" Percents were calculated by dividing the total number of school districts responding to the question which indicated that they provided some form of health clinic in all, some or none of their schools by the total number of responding districts. In-school health clinics may include health offices or clinics run by some other agency but located on school property. Percents should total 100.0% of responding districts.

*Figure 83:* "**Drug Education Programs.**" Percents were calculated by dividing the total number of school districts responding to the question which indicated that they provided some form of drug education program in all, some or none of their schools by the total number of responding districts. Such programs may include "just say no" clubs, media or poster campaigns or drug abuse awareness or coursework. Percents should total 100.0% of responding districts.

*Figure 84:* "**HIV and STD Prevention Programs.**" Percents were calculated by dividing the total number of school districts responding to the question which indicated that they provided some form of HIV/AIDS or sexually transmitted disease (STD) prevention program in all, some or none of their schools by the total number of responding districts. Such programs could include a variety of efforts aimed at preventing disease such as information on the diseases themselves, support groups, counseling, and classes in abstinence. Percents should total 100.0% of responding districts. Some districts may have checked "all" or "some" to mean any school enrolling students who are old enough rather than all schools in the district.

*Figure 85:* "**Nutrition Education Programs.**" Percents were calculated by dividing the total number of school districts responding to the question which indicated that they provided some form of nutrition education program in all, some or none of their schools by the total number of responding districts. Percents should total 100.0% of responding districts.

*Figure 86:* "**Support Programs for Children of Drug-Addicted Parents.**" Percents were calculated by dividing the total number of school districts responding to the question which indicated that they provided some form of program for children of drug-addicted parents in all, some or none of their schools by the total number of

responding districts. Such programs could involve health services, counseling, outreach or other efforts. Percents should total 100.0% of responding districts.

*Figure 87:* **"Suicide and Stress Reduction Programs."** Percents were calculated by dividing the total number of school districts responding to the question which indicated that they provided some form of program to reduce the incidence of suicide and stress among students in all, some or none of their schools by the total number of districts responding. Percents should total 100.0% of responding districts.

*Figure 88:* **"Crime and Gang Prevention Programs."** Percents were calculated by dividing the total number of school districts responding to the question which indicated that they provided some form of program to reduce crime and gang activity in all, some or none of their schools by the total number of schools responding. Percents should total 100.0% of responding districts.

*Figure 89:* **"Pregnancy Prevention Programs."** Percents were calculated by dividing the total number of school districts responding to the question which indicated that they provided some form of program to prevent pregnancy among students in all, some or none of their schools by the total number of districts responding. Percents should total 100.0% of responding districts. Some districts may have checked "all" or "some" to mean any school enrolling girls old enough to become pregnant or boys old enough to impregnate rather than all schools in the district. Such programs could include counseling, instruction on abstinence, condom distribution or other efforts.

*Figure 90:* **"Assistance Programs for Homeless Children."** Percents were calculated by dividing the total number of school districts responding to the question which indicated that they provided some form of program for homeless children in all, some or none of their schools by the total number of districts responding. Percents should total 100.0% of responding districts.

## Chapter III: Urban School System Characteristics

*Table 1:* **"School Board Characteristics."** Data in left hand column shows number of members on each city's Board of Education. The second column shows the terms of office of each member. The third column shows whether the each Board of Education's member serves a term of office that overlaps with (i.e. is concurrent with the terms of other members of the Board) or whether terms are staggered so that all members terms are not up for renewal at the same time. The far right column shows how Board members are selected or elected to office (i.e. whether they are appointed and by whom, and whether they are elected city-wide or by ward or some combination of the two.) Data are for current 1992-93 school year.

*Table 2:* **"Superintendent Characteristics."** Data in left hand column shows the year in which the current Superintendent of Schools was hired into her/his current position for that city. The middle column shows the sex of the current Superintendent; and the right hand column shows the race of the Superintendent. Data are for current 1992-93 school year.

*Table 3:* **"Teacher Characteristics."** Data in the left hand column shows the number of teachers in each of the Great City Schools in full-time equivalents (FTE's.) The second column shows the number of days for each district teachers are on duty (see note for Figure 51 since the number of days on duty are not equivalent to length of school year.) The third column shows the national affiliation with the main teacher bargaining unit in each city. The right hand column shows the average salary of teachers in each district in 1990-91.

*Table 4:* **"Grade Level Organization."** The three left hand columns show the grade configurations of the schools in each district at the elementary, middle and secondary grades. The right hand column shows the number of schools in each district. This latter figure does not correspond to the number of buildings operated by the district since each school may have multiple buildings.

*Table 5:* **"Status of Desegregation Plans."** The left column shows the origins of each district's desegregation plan i.e. whether the district's desegregation plan is under the jurisdiction of a federal or state court, whether it is voluntary, or whether the district has unitary status. Court orders may be either active or inactive, and all involve a variety of remedies. The second column shows the year in which the plan originally became effective, although most will have been amended since. The third column shows the scope of the plan; and the right hand column shows the grades effected by the plan.

## Chapter IV: Funding of Urban Schools

*Figure 91:* **"Great City School Taxing Authority."** Percents were calculated by dividing the total number of school districts on which data were available and which were either financially dependent (i.e. having taxing authority independent of other agencies) or dependent (i.e. having no separate taxing authority and is thereby dependent financially on the general purpose unit of government for local revenues) by the total number of districts on which data were available.

*Figure 92:* **"Great City School Local Tax Base."** Percents were calculated by dividing the total number of financially independent (i.e. having taxing authority independent of other agencies) school districts which draw local revenue from any of the specified tax bases by the total number of financially independent districts on which data were available. The figures do not represent dollars garnered from each type of local tax nor do they represent the share of local revenues generated by each type of tax. The data show only the percent of districts which use each type of tax to generate revenues. Percents will not add to 100.0% because some districts use more than one type of tax.

*Figure 93:* **"Great City School Bond Ratings."** Percents were calculated by dividing the total number of financially independent (i.e. have taxing authority independent of other agencies) school districts for whom data were available and whose general purpose municipal bond rating was specified by the total number of financially independent districts for whom data were available. Ratings are for general purpose bonds only rather than for other more specified purposes. Bond ratings are given by Moody's and Standard and Poors to measure the overall financial health of public agencies.

*Figure 94:* **"Great City School Local Revenues per Capita."** Dollar figures were calculated by dividing the total amount of local revenue in the Great City School districts (in 1980 dollars) by the population of the same cities for each year. Figures show one measure of increasing tax effort at the local level for public schools.

*Figure 95:* **"Great City School Share of State and Federal Elementary and Secondary Expenditures."** State percents were calculated by dividing the total amount of Great City School revenues garnered from state sources by the total amount of state expenditures on elementary and secondary education in the states where Great City Schools are located. State expenditure data are from "Rankings of the States", National Education Association; and from the National Center for Education Statistics. Federal percents calculated by dividing the sum of Great City School revenue garnered from federal sources by the total amount of federal expenditures on elementary and secondary education. School district federal revenues include amounts that the district applies to the general fund and those used for categorical purposes. Federal expenditure data are taken from "Rankings of the States", National Education Association.

*Figure 96:* **"Total Revenues of Great City Schools by Source."** Figures across the top of each bar are the sums of all local, state and federal revenues of each of the school districts. Shading inside each bar represents the share of total revenue coming from each source and was calculated by dividing each source of revenue (i.e. local state and federal) by total revenues. Revenue figures were collected and computed without regard to the ultimate use of the funds. Federal revenues include both the amounts that each district was able under regulation to place into the general fund and revenues used for categorical purposes.

*Figure 97:* **"Great City School Average Per Pupil Revenues."** Dollar figures were calculated by dividing the sum of each school districts local, state and federal revenues by the Fall enrollment of that school year. Adjustments for inflation were made using the Implicit Deflator for State and Local Government Purchases of Services. Numbers are nor comparable to average per pupil expenditures.

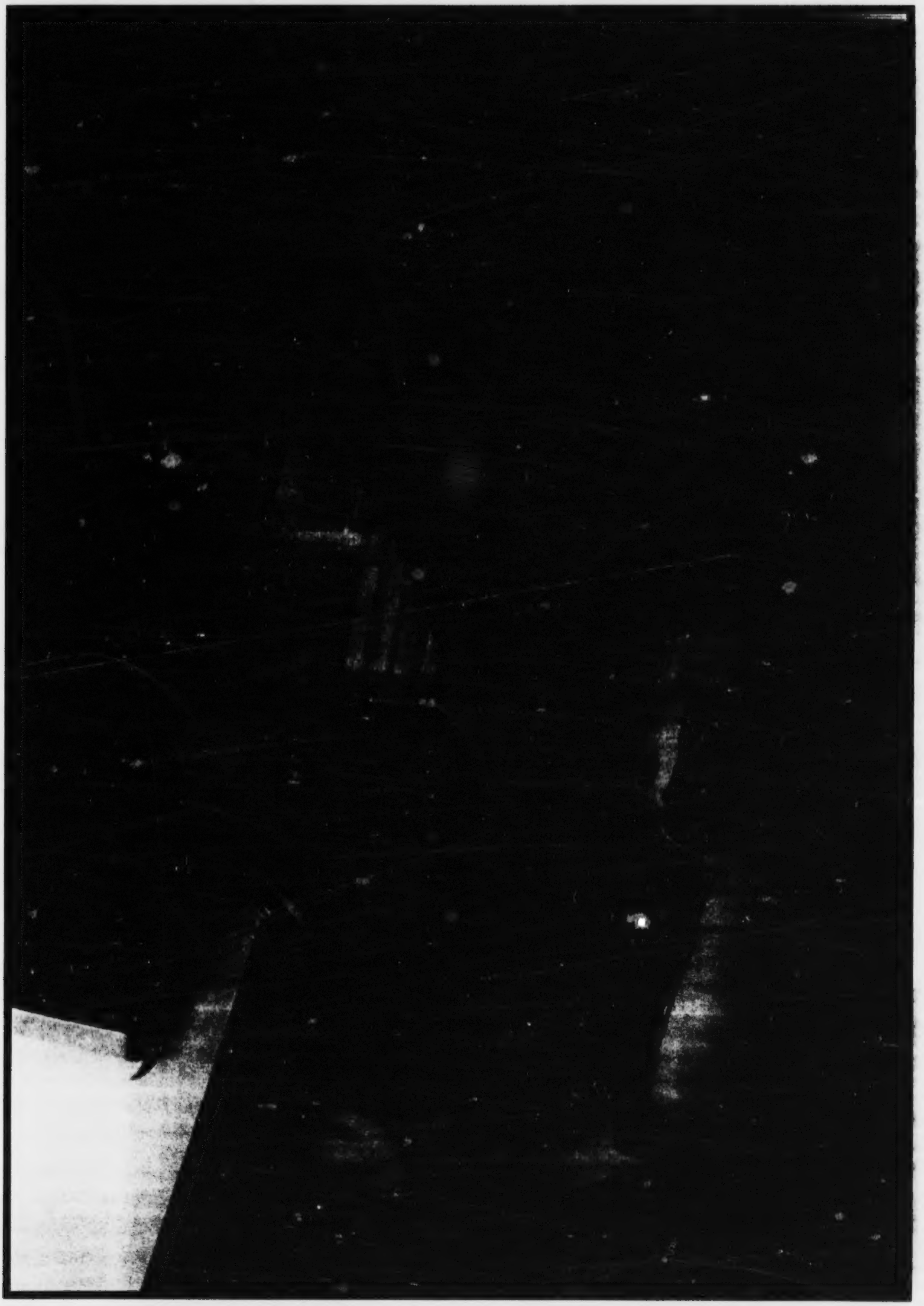
*Figure 98:* **"Average Per Pupil Revenues Adjusted for Special Needs."** Per pupil revenues were calculated by multiplying the number of disabled, limited-English proficient and free and reduced price lunch eligible children in the Great Cities by 2.5, 1.657, and 1.5 respectively, then adding the total to the unweighted balance of the enrollment and dividing the sum into total revenues for both the Great City Schools and the nation. Weights are similar to those used in some state finance formulas and was taken from: Kern Alexander. "Testimony Concerning Federal Funding of Elementary and Secondary Schools." Presented before the House SubCommittee on Elementary, Secondary and Vocational Education, November 7, 1991.

*Table 6:* **"Average Per Pupil Expenditures."** Data were computed from unpublished figures gathered by the Educational Research Service comparing large urban school district (N=35) average per pupil expenditure to the nation and to rural and suburban school districts. Figures are based on budget numbers rather than actual

expenditures. "Classroom Instruction" included K-12 teachers, paraprofessionals and clerical personnel working with teachers in the classroom. "Special Education" included all classroom teaching personnel providing services to disabled children and the cost of services contracted to outside agencies or private schools. "Books and Materials" included textbooks, library books, audiovisual and other instructional materials except for those purchased for private schools. "Auxiliary Instructional" included counselors, librarians and their support staff, and testing services. "Improvement and Development of Instruction" included curriculum development, instructional supervision, and staff in-service training and professional development. "School Site Administration" included offices of principals and assistant principals. "Health and Attendance" included physical and mental health staff and services, e.g., nurses, psychologists, social workers, related paraprofessionals and clerical staff and materials. "Transportation" included staff, maintenance an operation of equipment, fuel, and contracts for transporting public school students. "Food Services" included the net cost of operating food service programs and did not include expenditures offset by income from cash sales or state and/or federal subsidies. "Student Extracurricular Activities" included the net cost of operating student activities and did not include expenditures offset by gate receipts or activity fees. "Board of Education" included board member salaries and expenses, election services, legal services, census, and tax assessment/collection services. "Superintendent and Executive Administration" included offices of the Superintendent; deputy, assistant and area superintendents, employee relations and negotiations staff, and offices of state and federal relations. "Central and Business Services" included offices of payroll, budgeting, accounting, auditing, facilities and equipment acquisition and construction, public information, planning, research and evaluation, data processing, and program administration. "Maintenance and Operations" included staff, equipment and supplies for the care, upkeep, operation and security of buildings and grounds. "Environmental, Fuel and Utilities" included fuel for heating and cooling plus all utilities except telephone. "Other Current Expenditures" included other expenditures such as liability insurance and short-term interest payments. "Capital Outlay" included expenditures for new and replacement buildings, vehicles and other major equipment. "Debt Retirement" included payment on debt principal and to school housing authorities. "Interest on Debt" included interest paid on long term debt.

**Key to Abbreviations**

ACT: American College Test
AFT: American Federation of Teachers
CAT: California Achievement Tests
CTBS: Comprehensive Test of Basic Skills
GCS: Great City Schools
ITAS: Individual Tests of Academic Skills
ITBS: Iowa Test of Basic Skills
K: Kindergarten
LEP: Limited English Proficient
MAT: Metropolitan Achievement Test
NA: Not available or Not applicable
N.A.: Native American/Alaskan Native
NAEP: National Assessment of Educational Progress
NEA: National Education Association
PALT: Portland Achievement Test
SAT: Stanford Achievement Test
S.A.T.: Scholastic Aptitude Test
TAP: Test of Achievement and Proficiency



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# Chapter VII:
# City-by-City Profiles

●

1990
1991

# Chapter VII: City-by-City Profiles

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# City-by-City Profiles

This section of the report contains data on a city-by-city basis, using the same indicators presented in previous chapters: student demographics, readiness to learn, graduation rates, academic achievement, teachers, postsecondary opportunities, safe and caring environment, urban school system characteristics, and funding.

These profiles contain a number of features. First, we have put the profile of each individual city on facing pages to caution against unwarranted comparisons between districts. Second, under the name of the district on the left hand page is the national rank of each city school system in size. Third, a "Notes" section is provided to help define terms and provide other supplemental or explanatory information. Fourth, each city profile contains a graph showing that city's share of various totals of the state in which that city is located. For Baltimore, for example, the graph shows that the city school system enrolls 15% of Maryland's total K-12 public school children and receives about 13% of the state's total K-12 expenditures. It also shows that Baltimore serves about 41% of the state's poor children, 2% of its limited English proficient children and 20% of its disabled youngsters. All percents have been rounded to the nearest whole number due to space limitations. Finally, the reader will find two fold-outs in the back of the report identical in format to the individual city profiles. One fold-out contains data aggregated across all "the Great City Schools" and the other contains data on "the Nation." These fold-outs were designed to allow the reader to compare an individual city to cities in general and to the nation. A comparison of the cities and the nation is also found in the "Introduction" of this report.

All comparisons, however, have to be done with a great deal of caution, and we urge the reader to contact the Council for appropriate ways of doing so. The "Notes" sections of each city should always be consulted when looking at city data. Three data areas warrant special mention here: dropouts, achievement, and postsecondary plans. The annual and four year dropout data in each profile are those reported by the district itself. These are not comparable across school systems, although we have computed a median for "the Great City Schools" fold-out in the back and have presented them in bands in Chapter II. The reader will find vast variations in the rates that reflect differing definitions and calculation methods, not differing levels of school leaving. Future reports will attempt to standardize these. Achievement data also may not be comparable in all cases. The reader will find that different tests are used in each system, and that they are often given in different grades to various types and numbers of students. The reader is encouraged to consult the "Notes" section to ascertain which tests are given to whom. Finally, there are tremendous variations in the percent of students pursuing the specified postsecondary activities from one city to another. Some of this variation is real, and some is a function of how each district collected its data. As explained in the footnotes for these data, some districts collected data on high school seniors' plans for the following year, while others actually did one year follow-ups. In addition, some districts surveyed samples of students (with different response rates) while others collected data on the universe of students.

Chapter V, "Data Limitations and Future Indicators," contains additional explanations about the data in this report and improvements we plan to make in the years ahead.

# Anchorage Public Schools

Size in nation: 84th

## STUDENT DEMOGRAPHICS:

| | |
|---|---|
| -Population of area served (1990): | 226,338 [a] |
| -Public school enrollment (1990-91): | 41,685 |
| -Enrollment as % of total area population: | 18.4% |
| -Enrollment as % of total 5-17 year old population: | 95.9% |
| -Percent change in enrollment (1980-1990): | +13.5% |
| -Percent of enrollment African-American: | 8.0% |
| -Percent of enrollment Hispanic: | 3.2% |
| -Percent of enrollment Asian or Pacific Islander: | 5.8% |
| -Percent of enrollment Native American or other: | 9.0% |
| -Percent of enrollment white: | 74.0% |
| -Percent of enrollment free or reduced price lunch: | 25.5% |
| -Percent of enrollment limited-English proficient: | 5.8% |
| -Percent of enrollment disabled: | 10.1% [b] |
| -Number of languages spoken: | NA |
| -Percent of state's total enrollment: | 36.6% |
| -Percent of state's total school poor: | 53.9% |
| -Percent of state's total limited-English proficient: | 21.5% |
| -Percent of state's total disabled: | 34.2% |
| -Percent of state's total African-American: | 66.7% |
| -Percent of state's total Hispanic: | 55.6% |
| -Percent of state's total Asian or Pacific Islander: | 57.6% |
| -Percent of state's total Native American or other: | 14.8% |
| -Percent of state's total white: | 40.1% |

## DISTRICT CHARACTERISTICS:

| | |
|---|---|
| -Number of School Board members: | 7 |
| -How School Board is chosen: | Elected |
| -School Board term of office (years): | 3 |
| -Year current superintendent was hired: | 1990 |
| -Number of days teachers are on duty: | 188 [c] |
| -Teacher bargaining unit: | NEA |
| -Total number of schools: | 78 |
| -Court order for desegregation: | NA |

## FINANCES:

| | |
|---|---|
| -Bonded debt rating: | NA |
| -Total revenues per student: | NA |
| -Percent of revenues from local sources: | NA |
| -Percent of revenues from state sources: | NA |
| -Percent of revenues from federal sources: | NA |
| -Local school taxing authority: | Dependent |
| -Percent of state's elementary and secondary expenditures: | NA |

## GOAL INDICATORS:

### *Goal 1: Readiness to Learn*

| | |
|---|---|
| 1. Data collected to assess readiness for kindergarten: | Yes [d] |
| 2. Percent of entering 1st graders with: | |
| -full day of kindergarten: | 13.2% |
| -half day of kindergarten: | 63.9% |
| -no prior schooling: | 0.0% |
| -undetermined: | 22.8% |
| 3. Number of pre-kindergarten pupils per teacher: | 11.8 [e] |
| 4. Number of kindergarten pupils per teacher: | 21.2 [f] |
| 5. State requires early childhood staff credential: | No |
| 6. Percent of pre-kindergarten staff with early childhood credential: | NA |
| 7. Percent of kindergarten staff credentialed as elementary school teachers: | 65.3% |
| 8. Schools with child care for infants of teen mothers: | None |
| 9. Schools with parenting programs for adults: | Some |
| 10. Schools with parenting programs for teens: | None |
| 11. Schools with programs for latchkey students: | Some |

### *Goal 2: Increased Graduation Rates*

| | |
|---|---|
| 1. Total number of graduates: | 2,121 |
| 2. Annual dropout rate (1990-91): | NA |
| 3. Percent change in annual dropout rate (1988-91): | NA |
| 4. 4-year dropout rate (1990-91): | NA |
| 5. Percent change in 4-year dropout rate (1988-91): | NA |
| 6. Attendance rate: | NA |
| 7. Schools with adult education programs: | None |
| 8. Schools with academic programs for teen moms: | All |

### *Goal 3: Improved Academic Achievement*

| | |
|---|---|
| Reading: | |
| 1. Standardized test(s) administered: | ITBS [g] |
| 2. Percent of students scoring in bottom quarter: | 16.8% |
| 3. Percent of students scoring in top quarter: | 33.3% |
| 4. Percent of students scoring above national norm: | 61.4% |
| Math: | |
| 5. Standardized test(s) administered: | ITBS [g] |
| 6. Percent of students scoring in bottom quarter: | 17.3% |
| 7. Percent of students scoring in top quarter: | 33.3% |
| 8. Percent of students scoring above national norm: | 61.3% |
| 9. Percent of 10th graders successfully completing first year algebra: | NA |
| 10. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate English: | 5.4% [h] |
| 11. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate Math: | 2.5% [h] |
| 12. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate Science: | 1.7% [h] |

# Anchorage Public Schools

| | | |
|---|---|---|
| 13. | Schools with site-based management: | None |
| 14. | Schools with magnet programs: | None |
| 15. | Schools with public school choice: | All |
| 16. | Schools with alternative assessment programs: | Some |

### *Goal 4: Quality Teachers*

| | | |
|---|---|---|
| 1. | Total number of teachers: | 2,661 |
| 2. | Percent of English teachers fully certified: | NA |
| 3. | Percent of Math teachers fully certified: | NA |
| 4. | Percent of Science teachers fully certified: | NA |
| 5. | Percent of teachers who are minority: | 12.1% |
| 6. | Average teacher salary: | $43,902 |
| 7. | Average class size: | NA |
| 8. | Schools with future teacher programs: | All |
| 9. | Schools with teacher or staff in-service training in urban culture or race relations: | All |

### *Goal 5: Postsecondary Opportunities*

| | | |
|---|---|---|
| 1. | Percent of graduates: | |
| | -enrolled in postsecondary vocational programs: | 2.0% |
| | -enrolled in four-year colleges: | 22.1% |
| | -enrolled in two-year colleges: | 2.1% |
| | -performing military service: | 1.2% |
| | -employed full-time: | 16.7% |
| | -undetermined: | 56.0% |
| 2. | Schools with higher education awareness programs for middle school students: | All |
| 3. | Schools with voter registration programs: | All |
| 4. | Schools with community service programs: | Some |
| 5. | Schools with job training programs for youth: | None |
| 6. | Schools with business collaboratives: | All |

### *Goal 6: Safe and Caring Environment*

| | | |
|---|---|---|
| 1. | Drug/alcohol incidents per 1,000 students: | NA |
| 2. | Number of schools with health clinics: | 0 |
| 3. | Number of student visits to health clinics: | NA |
| 4. | Schools with drug education programs: | All |
| 5. | Total amount of deferred maintenance (millions of dollars): | $5.0 |
| 6. | Schools with HIV and STD prevention programs: | All |
| 7. | Schools with nutrition education programs: | All |
| 8. | Schools with programs for children of drug-addicted parents: | None |
| 9. | Schools with programs to reduce student suicide and stress: | Some |
| 10. | Schools with programs to reduce crime and gangs: | All |
| 11. | Schools with pregnancy prevention programs: | All |
| 12. | Schools with programs for homeless children: | Some |

NOTES:

a Population of the city of Anchorage, 1990.

b Eligible for services under PL94-142.

c Includes both instructional days in classroom plus other.

d All students are allowed to enter when reaching appropriate age. The Anchorage Early Prevention of School Failure (EPSF) program tests students in five areas and provides training in readiness skills.

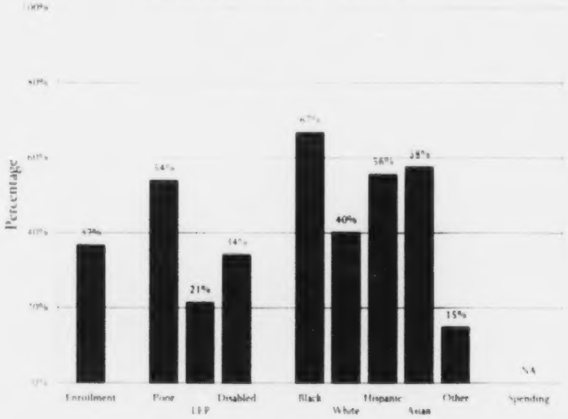
e Figure includes 21 teachers and 20 aids.

f Figure includes 115 teachers and 61 aids.

g Iowa Tests of Basic Skills (ITBS) for grades 4, 6, 8, and 11.

h Figures based on number of students taking AP exams, not number in AP courses.

Anchorage's Share of Alaska Totals*



*Percentages are rounded to the nearest whole number

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# Atlanta Public Schools

Size in nation: 52nd

## STUDENT DEMOGRAPHICS:

| | |
|---|---|
| -Population of area served (1990): | 394,017 [a] |
| -Public school enrollment (1990-91): | 59,826 [b] |
| -Enrollment as % of total area population: | 15.2% |
| -Enrollment as % of total 5-17 year old population: | 94.6% |
| -Percent change in enrollment (1980-1990): | -16.8% |
| -Percent of enrollment African-American: | 91.7% |
| -Percent of enrollment Hispanic: | 1.0% |
| -Percent of enrollment Asian or Pacific Islander: | 0.5% |
| -Percent of enrollment Native American or other: | 0.0% |
| -Percent of enrollment white: | 6.7% |
| -Percent of enrollment free or reduced price lunch: | 74.8% |
| -Percent of enrollment limited-English proficient: | 1.1% |
| -Percent of enrollment disabled: | 6.6% [c] |
| -Number of languages spoken: | 28 |
| -Percent of state's total enrollment: | 5.2% |
| -Percent of state's total school poor: | 11.3% |
| -Percent of state's total limited-English proficient: | 9.9% |
| -Percent of state's total disabled: | 4.3% |
| -Percent of state's total African-American: | NA |
| -Percent of state's total Hispanic: | NA |
| -Percent of state's total Asian or Pacific Islander: | NA |
| -Percent of state's total Native American or other: | NA |
| -Percent of state's total white: | NA |

## DISTRICT CHARACTERISTICS:

| | |
|---|---|
| -Number of School Board members: | 9 |
| -How School Board is chosen: | Elected |
| -School Board term of office (years): | 4 |
| -Year current superintendent was hired: | 1990 |
| -Number of days teachers are on duty: | 190 [d] |
| -Teacher bargaining unit: | NEA |
| -Total number of schools: | 115 |
| -Court order for desegregation: | Unitary |

## FINANCES:

| | |
|---|---|
| -Bonded debt rating: | Aa |
| -Total revenues per student: | $6,174 [e] |
| -Percent of revenues from local sources: | 55.2% |
| -Percent of revenues from state sources: | 35.2% |
| -Percent of revenues from federal sources: | 9.6% |
| -Local school taxing authority: | Indepen. |
| -Percent of state's elementary and secondary expenditures: | 4.0% |

## GOAL INDICATORS:

### *Goal 1: Readiness to Learn*

| | |
|---|---|
| 1. Data collected to assess readiness for kindergarten: | Yes [f] |
| 2. Percent of entering 1st graders with: | |
| -full day of kindergarten: | 81.3% |
| -half day of kindergarten: | 0.0% |
| -no prior schooling: | 12.3% |
| -undetermined: | 6.5% |
| 3. Number of pre-kindergarten pupils per teacher: | 6.5 [g] |
| 4. Number of kindergarten pupils per teacher: | 21.2 [g] |
| 5. State requires early childhood staff credential: | Yes [h] |
| 6. Percent of pre-kindergarten staff with early childhood credential: | 4.2% [h] |
| 7. Percent of kindergarten staff credentialed as elementary school teachers: | 98.1% [h] |
| 8. Schools with child care for infants of teen mothers: | Some |
| 9. Schools with parenting programs for adults: | All |
| 10. Schools with parenting programs for teens: | Some |
| 11. Schools with programs for latchkey students: | None |

### *Goal 2: Increased Graduation Rates*

| | |
|---|---|
| 1. Total number of graduates: | 2,806 |
| 2. Annual dropout rate (1990-91): | 13.0% [i] |
| 3. Percent change in annual dropout rate (1988-91): | -18.8% |
| 4. 4-year dropout rate (1990-91): | 32.0% |
| 5. Percent change in 4-year dropout rate (1988-91): | +3.2% |
| 6. Attendance rate: | NA |
| 7. Schools with adult education programs: | Some |
| 8. Schools with academic programs for teen moms: | Some |

### *Goal 3: Improved Academic Achievement*

| | |
|---|---|
| Reading: | |
| 1. Standardized test(s) administered: | ITBS/TAP [j] |
| 2. Percent of students scoring in bottom quarter: | 25.4% [k] |
| 3. Percent of students scoring in top quarter: | 20.7% |
| 4. Percent of students scoring above national norm: | 46.1% |
| Math: | |
| 5. Standardized test(s) administered: | ITBS/TAP [j] |
| 6. Percent of students scoring in bottom quarter: | 23.4% [k] |
| 7. Percent of students scoring in top quarter: | 26.7% |
| 8. Percent of students scoring above national norm | 51.0% |
| 9. Percent of 10th graders successfully completing first year algebra: | 37.6% |
| 10. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate English: | 12.7% [l] |
| 11. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate Math: | 2.9% |
| 12. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate Science: | 2.7% |

# Atlanta Public Schools

| | | |
|---|---|---|
| 13. Schools with site-based management: | Some | |
| 14. Schools with magnet programs: | Some | |
| 15. Schools with public school choice: | Some | |
| 16. Schools with alternative assessment programs: | None | |

### *Goal 4: Quality Teachers*

| | | |
|---|---|---|
| 1. Total number of teachers: | 3,680 | |
| 2. Percent of English teachers fully certified: | NA | m |
| 3. Percent of Math teachers fully certified: | NA | m |
| 4. Percent of Science teachers fully certified: | NA | m |
| 5. Percent of teachers who are minority: | 83.6% | |
| 6. Average teacher salary: | $35,303 | |
| 7. Average class size: | 30.0 | |
| 8. Schools with future teacher programs: | Some | |
| 9. Schools with teacher or staff in-service training in urban culture or race relations: | All | |

### *Goal 5: Postsecondary Opportunities*

| | | |
|---|---|---|
| 1. Percent of graduates: | | |
| -enrolled in postsecondary vocational programs: | 12.0% | n |
| -enrolled in four-year colleges: | 6.7% | n |
| -enrolled in two-year colleges: | 41.2% | n |
| -performing military service: | 6.7% | n |
| -employed full-time: | 21.1% | n |
| -undetermined: | 12.2% | n |
| 2. Schools with higher education awareness programs for middle school students: | None | |
| 3. Schools with voter registration programs: | All | |
| 4. Schools with community service programs: | All | |
| 5. Schools with job training programs for youth: | All | |
| 6. Schools with business collaboratives: | All | |

### *Goal 6: Safe and Caring Environment*

| | |
|---|---|
| 1. Drug/alcohol incidents per 1,000 students: | NA |
| 2. Number of schools with health clinics: | 63 |
| 3. Number of student visits to health clinics: | NA |
| 4. Schools with drug education programs: | All |
| 5. Total amount of deferred maintenance (millions of dollars): | NA |
| 6. Schools with HIV and STD prevention programs: | All |
| 7. Schools with nutrition education programs: | Some |
| 8. Schools with programs for children of drug-addicted parents: | None |
| 9. Schools with programs to reduce student suicide and stress: | All |
| 10. Schools with programs to reduce crime and gangs: | Some |
| 11. Schools with pregnancy prevention programs: | Some |
| 12. Schools with programs for homeless children: | None |

NOTES:

a Population of the city of Atlanta, 1990.

b Includes 172 students whose racial group could not be identified or classified into an OCR category. Totals by racial groups may not equal grade totals.

c Eligible for services under PL94-142.

d Includes both instructional days in classroom plus other.

e Figure includes sum of all revenue from local, state, and federal sources divided by enrollment. Result is not equivalent or comparable to an average per [illegible] expenditure.

f A developmental assessment is administered to preschool children in the [illegible] Childhood Development Program. Teachers use the Georgia Kindergarten Assessment with kindergarten children in first semester, recording results in [illegible]. Teachers plan instruction based on results.

g Data includes teachers only. Number of paraprofessionals are not [illegible].

h State requires that only Directors have an early childhood credential [illegible] preschool (Title XX) programs. Two of 7 teachers assigned to the [illegible] handicapped program have State certification in this area.

i Data based on grades 9-12. A dropout is defined as a person who [illegible] Public Schools and left without completing a planned educational program [illegible] reason other than death and who did not transfer to another educational [illegible] or program.

j Iowa Tests of Basic Skills (ITBS) for grades 1-8 and from Tests of Achievement and Proficiency (TAP) for grades 9-11.

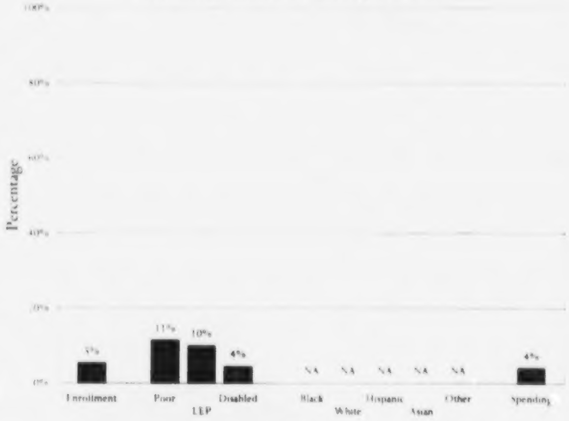
k Test scores of special education students, except those with speech impairments, and LEP students scoring in the bottom 25th percentile on the Language Assessment Battery are not included.

l Data based on Advanced Placement courses except for grade 12 English [illegible] 24 students enrolled in international baccalaureate.

m Data are available for teachers in grades 6-12 only. A total of 81 teachers in these grades are teaching out-of-field. All elementary teachers within the district hold State certification. Data cannot be disaggregated by subject area.

n Data based on graduate follow-up study of total population.

Atlanta's Share of Georgia Totals*



*Percentages are rounded to the nearest whole number.

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# Baltimore City Public Schools

Size in nation: 17th

## STUDENT DEMOGRAPHICS:

| | |
|---|---|
| -Population of area served (1990): | 736,014 [a] |
| -Public school enrollment (1990-91): | 108,658 |
| -Enrollment as % of total area population: | 14.8% |
| -Enrollment as % of total 5-17 year old population: | 91.1% |
| -Percent change in enrollment (1980-1990): | -16.4% |
| -Percent of enrollment African-American: | 81.2% |
| -Percent of enrollment Hispanic: | 0.3% |
| -Percent of enrollment Asian or Pacific Islander: | 0.5% |
| -Percent of enrollment Native American or other: | 0.3% |
| -Percent of enrollment white: | 17.8% |
| -Percent of enrollment free or reduced price lunch: | 62.0% |
| -Percent of enrollment limited-English proficient: | 0.3% |
| -Percent of enrollment disabled: | 15.7% [b] |
| -Number of languages spoken: | 10 |
| -Percent of state's total enrollment: | 15.2% |
| -Percent of state's total school poor: | 40.8% |
| -Percent of state's total limited-English proficient: | 2.4% |
| -Percent of state's total disabled: | 19.8% |
| -Percent of state's total African-American: | 37.6% |
| -Percent of state's total Hispanic: | 1.9% |
| -Percent of state's total Asian or Pacific Islander: | 2.3% |
| -Percent of state's total Native American or other: | 17.4% |
| -Percent of state's total white: | 4.4% |

## DISTRICT CHARACTERISTICS:

| | |
|---|---|
| -Number of School Board members: | 9 |
| -How School Board is chosen: | Appointed |
| -School Board term of office (years): | 6 |
| -Year current superintendent was hired: | 1991 |
| -Number of days teachers are on duty: | 185 [c] |
| -Teacher bargaining unit: | AFT |
| -Total number of schools: | 180 |
| -Court order for desegregation: | Unitary |

## FINANCES:

| | |
|---|---|
| -Bonded debt rating: | NA |
| -Total revenues per student: | $4,333 [d] |
| -Percent of revenues from local sources: | 37.4% |
| -Percent of revenues from state sources: | 49.2% |
| -Percent of revenues from federal sources: | 13.3% |
| -Local school taxing authority: | Dependent |
| -Percent of state's elementary and secondary expenditures: | 13.5% |

## GOAL INDICATORS:

### *Goal 1: Readiness to Learn*

| | |
|---|---|
| 1. Data collected to assess readiness for kindergarten: | No |
| 2. Percent of entering 1st graders with: | |
| -full day of kindergarten: | NA [e] |
| -half day of kindergarten: | 79.8% [e] |
| -no prior schooling: | 4.1% |
| -undetermined: | 16.1% |
| 3. Number of pre-kindergarten pupils per teacher: | 39.6 [f] |
| 4. Number of kindergarten pupils per teacher: | 36.9 [f] |
| 5. State requires early childhood staff credential: | Yes |
| 6. Percent of pre-kindergarten staff with early childhood credential: | 97.3% |
| 7. Percent of kindergarten staff credentialed as elementary school teachers: | 100.0% |
| 8. Schools with child care for infants of teen mothers: | Some |
| 9. Schools with parenting programs for adults: | Some |
| 10. Schools with parenting programs for teens: | Some |
| 11. Schools with programs for latchkey students: | Some |

### *Goal 2: Increased Graduation Rates*

| | |
|---|---|
| 1. Total number of graduates: | 3,642 |
| 2. Annual dropout rate (1990-91): | 10.3% |
| 3. Percent change in annual dropout rate (1988-91): | -37.2% |
| 4. 4-year dropout rate (1990-91): | NA |
| 5. Percent change in 4-year dropout rate (1988-91): | NA |
| 6. Attendance rate: | NA |
| 7. Schools with adult education programs: | Some |
| 8. Schools with academic programs for teen moms: | Some |

### *Goal 3: Improved Academic Achievement*

| | |
|---|---|
| Reading: | |
| 1. Standardized test(s) administered: | CTBS 4 [g] |
| 2. Percent of students scoring in bottom quarter: | 40.6% |
| 3. Percent of students scoring in top quarter: | 11.6% |
| 4. Percent of students scoring above national norm: | 29.6% |
| Math: | |
| 5. Standardized test(s) administered: | CTBS 4 [g] |
| 6. Percent of students scoring in bottom quarter: | 40.5% |
| 7. Percent of students scoring in top quarter: | 15.5% |
| 8. Percent of students scoring above national norm | 33.0% |
| 9. Percent of 10th graders successfully completing first year algebra: | 41.4% |
| 10. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate English: | NA |
| 11. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate Math: | NA |
| 12. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate Science: | NA |

# Baltimore City Public Schools

| | |
|---|---|
| 13. Schools with site-based management: | Some |
| 14. Schools with magnet programs: | Some |
| 15. Schools with public school choice: | None |
| 16. Schools with alternative assessment programs: | Some |

### *Goal 4: Quality Teachers*

| | |
|---|---|
| 1. Total number of teachers: | 5,755 |
| 2. Percent of English teachers fully certified: | NA |
| 3. Percent of Math teachers fully certified: | NA |
| 4. Percent of Science teachers fully certified: | NA |
| 5. Percent of teachers who are minority: | 66.4% |
| 6. Average teacher salary: | $36,872 |
| 7. Average class size: | NA |
| 8. Schools with future teacher programs: | Some |
| 9. Schools with teacher or staff in-service training in urban culture or race relations: | Some |

### *Goal 5: Postsecondary Opportunities*

| | |
|---|---|
| 1. Percent of graduates: | |
| -enrolled in postsecondary vocational programs: | 3.0% |
| -enrolled in four-year colleges: | 26.0% [h] |
| -enrolled in two-year colleges: | NA |
| -performing military service: | 3.0% |
| -employed full-time: | 22.6% |
| -undetermined: | 45.3% |
| 2. Schools with higher education awareness programs for middle school students: | All |
| 3. Schools with voter registration programs: | Some |
| 4. Schools with community service programs: | Some |
| 5. Schools with job training programs for youth: | Some |
| 6. Schools with business collaboratives: | Some |

### *Goal 6: Safe and Caring Environment*

| | |
|---|---|
| 1. Drug/alcohol incidents per 1,000 students: | NA |
| 2. Number of schools with health clinics: | 10 |
| 3. Number of student visits to health clinics: | NA |
| 4. Schools with drug education programs: | Some |
| 5. Total amount of deferred maintenance (millions of dollars): | $123.8 [i] |
| 6. Schools with HIV and STD prevention programs: | Some |
| 7. Schools with nutrition education programs: | Some |
| 8. Schools with programs for children of drug-addicted parents: | None |
| 9. Schools with programs to reduce student suicide and stress: | Some |
| 10. Schools with programs to reduce crime and gangs: | Some |
| 11. Schools with pregnancy prevention programs: | Some |
| 12. Schools with programs for homeless children: | Some |

NOTES:

a Population of the city of Baltimore, 1990.

b Eligible for services under PL94-142.

c Includes both instructional days in classroom plus other.

d Figure includes sum of all revenue from local, state, and federal sources divided by enrollment. Result is not equivalent or comparable to an average per pupil expenditure.

e Data include students with either full day or half day kindergarten.

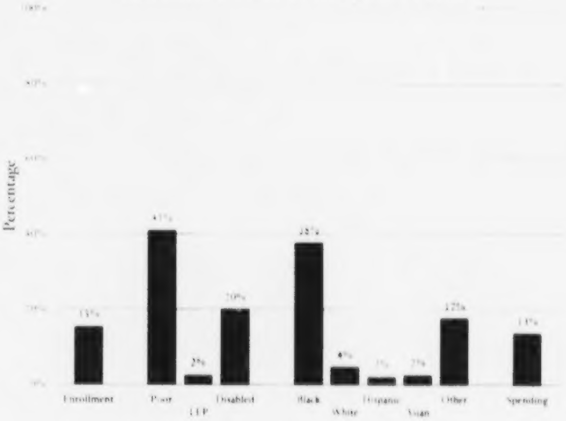
f Figure does not include paraprofessionals or aids.

g Comprehensive Tests of Basic Skills (CTBS) for grades K-5.

h Figure also includes those enrolled in two year colleges.

i Figure does not include $100 million for environmental repairs.

Baltimore's Share of Maryland Totals*



*Percentages are rounded to the nearest whole number.

# Boston Public Schools

Size in nation: 53rd

## STUDENT DEMOGRAPHICS:

| | |
|---|---|
| -Population of area served (1990): | 574,283 a |
| -Public school enrollment (1990-91): | 60,922 |
| -Enrollment as % of total area population: | 10.6% |
| -Enrollment as % of total 5-17 year old population: | 85.2% |
| -Percent change in enrollment (1980-1990): | -9.1% |
| -Percent of enrollment African-American: | 47.8% |
| -Percent of enrollment Hispanic: | 22.0% |
| -Percent of enrollment Asian or Pacific Islander: | 8.9% |
| -Percent of enrollment Native American or other: | 0.4% |
| -Percent of enrollment white: | 20.9% |
| -Percent of enrollment free or reduced price lunch: | 72.9% |
| -Percent of enrollment limited-English proficient: | 22.1% |
| -Percent of enrollment disabled: | 20.3% b |
| -Number of languages spoken: | 11 |
| -Percent of state's total enrollment: | 7.3% |
| -Percent of state's total school poor: | 27.9% |
| -Percent of state's total limited-English proficient: | 31.6% |
| -Percent of state's total disabled: | 9.6% |
| -Percent of state's total African-American: | 45.3% |
| -Percent of state's total Hispanic: | 20.3% |
| -Percent of state's total Asian or Pacific Islander: | 19.8% |
| -Percent of state's total Native American or other: | 15.3% |
| -Percent of state's total white: | 1.9% |

## DISTRICT CHARACTERISTICS:

| | |
|---|---|
| -Number of School Board members: | 7 |
| -How School Board is chosen: | Appointed |
| -School Board term of office (years): | 2 |
| -Year current superintendent was hired: | 1991 |
| -Number of days teachers are on duty: | 183 c |
| -Teacher bargaining unit: | AFT |
| -Total number of schools: | 120 |
| -Court order for desegregation: | Unitary |

## FINANCES:

| | |
|---|---|
| -Bonded debt rating: | NA |
| -Total revenues per student: | $6,939 d |
| -Percent of revenues from local sources: | 64.8% |
| -Percent of revenues from state sources: | 25.4% |
| -Percent of revenues from federal sources: | 9.8% |
| -Local school taxing authority: | Dependent |
| -Percent of state's elementary and secondary expenditures: | 5.5% |

## GOAL INDICATORS:

### *Goal 1: Readiness to Learn*

| | |
|---|---|
| 1. Data collected to assess readiness for kindergarten: | Yes |
| 2. Percent of entering 1st graders with: | |
| -full day of kindergarten: | NA |
| -half day of kindergarten: | NA |
| -no prior schooling: | NA |
| -undetermined: | NA |
| 3. Number of pre-kindergarten pupils per teacher: | NA |
| 4. Number of kindergarten pupils per teacher: | 21.6 |
| 5. State requires early childhood staff credential: | No |
| 6. Percent of pre-kindergarten staff with early childhood credential: | NA |
| 7. Percent of kindergarten staff credentialed as elementary school teachers: | 87.8% |
| 8. Schools with child care for infants of teen mothers: | Some |
| 9. Schools with parenting programs for adults: | None |
| 10. Schools with parenting programs for teens: | Some |
| 11. Schools with programs for latchkey students: | None |

### *Goal 2: Increased Graduation Rates*

| | |
|---|---|
| 1. Total number of graduates: | 2,682 |
| 2. Annual dropout rate (1990-91): | 10.7% f |
| 3. Percent change in annual dropout rate (1988-91): | -2.7% |
| 4. 4-year dropout rate (1989-90): | 32.7% g |
| 5. Percent change in 4-year dropout rate (1988-90): | -0.9% |
| 6. Attendance rate: | NA |
| 7. Schools with adult education programs: | Some |
| 8. Schools with academic programs for teen moms: | Some |

### *Goal 3: Improved Academic Achievement*

| | |
|---|---|
| Reading: | |
| 1. Standardized test(s) administered: | MAT 6 h |
| 2. Percent of students scoring in bottom quarter: | 21.9% i |
| 3. Percent of students scoring in top quarter: | 25.4% i |
| 4. Percent of students scoring above national norm: | 51.0% i |
| Math: | |
| 5. Standardized test(s) administered: | MAT 6 h |
| 6. Percent of students scoring in bottom quarter: | 17.9% i |
| 7. Percent of students scoring in top quarter: | 32.1% i |
| 8. Percent of students scoring above national norm | 57.4% i |
| 9. Percent of 10th graders successfully completing first year algebra: | NA |
| 10. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate English: | NA |
| 11. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate Math: | NA |
| 12. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate Science: | NA |

# Boston Public Schools

| | |
|---|---|
| 13. Schools with site-based management: | Some |
| 14. Schools with magnet programs: | Some |
| 15. Schools with public school choice: | None |
| 16. Schools with alternative assessment programs: | None |

### *Goal 4: Quality Teachers*

| | |
|---|---|
| 1. Total number of teachers: | 4,410 |
| 2. Percent of English teachers fully certified: | 98.4% |
| 3. Percent of Math teachers fully certified: | 99.0% |
| 4. Percent of Science teachers fully certified: | 97.4% |
| 5. Percent of teachers who are minority: | 35.9% |
| 6. Average teacher salary: | $37,312 |
| 7. Average class size: | NA |
| 8. Schools with future teacher programs: | None |
| 9. Schools with teacher or staff in-service training in urban culture or race relations: | All |

### *Goal 5: Postsecondary Opportunities*

| | |
|---|---|
| 1. Percent of graduates: | |
| -enrolled in postsecondary vocational programs: | 4.3% |
| -enrolled in four-year colleges: | 29.6% |
| -enrolled in two-year colleges: | 12.0% |
| -performing military service: | 1.8% |
| -employed full-time: | 14.6% |
| -undetermined: | 37.8% |
| 2. Schools with higher education awareness programs for middle school students: | All |
| 3. Schools with voter registration programs: | All |
| 4. Schools with community service programs: | Some |
| 5. Schools with job training programs for youth: | Some |
| 6. Schools with business collaboratives: | All |

### *Goal 6: Safe and Caring Environment*

| | |
|---|---|
| 1. Drug/alcohol incidents per 1,000 students: | NA |
| 2. Number of schools with health clinics: | 2 |
| 3. Number of student visits to health clinics: | NA |
| 4. Schools with drug education programs: | All |
| 5. Total amount of deferred maintenance (millions of dollars): | $3.5 |
| 6. Schools with HIV and STD prevention programs: | All |
| 7. Schools with nutrition education programs: | All |
| 8. Schools with programs for children of drug-addicted parents: | None |
| 9. Schools with programs to reduce student suicide and stress: | All |
| 10. Schools with programs to reduce crime and gangs: | Some |
| 11. Schools with pregnancy prevention programs: | Some |
| 12. Schools with programs for homeless children: | None |

NOTES:

a Population of the city of Boston, 1990.

b Eligible for services under PL94-142.

c Includes both instructional days in classroom plus other.

d Figure includes sum of all revenue from local, state, and federal sources divided by enrollment. Result is not equivalent or comparable to an average per pupil expenditure.

e System uses age (4 years by September 1st for Pre-K, 5 years by September 1st for kindergarten) as primary criteria for entrance into kindergarten; every kindergarten pupil is given a Hainsworth test to assess special needs; pupils are observed by the teacher or referred to the Special Education Department for further testing.

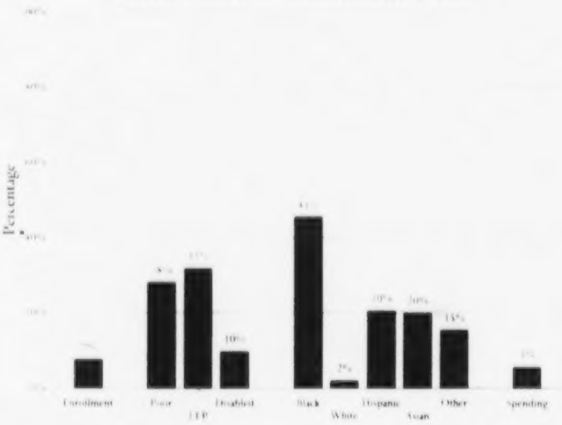
f Dropouts are defined as students discharged for military, work, marriage, over 16 years old, unreported, moved with no forwarding address, or stayed home, divided by total cumulative enrollment over course of entire year.

g Data based on students entering 9th grade in 1986.

h Metropolitan Achievement Tests (MAT) for grades 1-12.

i Data excludes sudents if their special education prototype is higher than .2 or if their Bilingual Step is lower than Step 4. Special Education students are excluded when the amount of time spent outside the regular classroom affects test performance. Bilingual students are excluded when they are not proficient enough in English for test results to be meaningful.

Boston's Share of Massachusetts Totals*



*Percentages are rounded to the nearest whole number.

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# Broward County Public Schools

Size in nation: 8th

## STUDENT DEMOGRAPHICS:

| | |
|---|---|
| -Population of area served (1990): | 1,255,488 [a] |
| -Public school enrollment (1990-91): | 154,103 |
| -Enrollment as % of total area population: | 12.3% |
| -Enrollment as % of total 5-17 year old population: | 88.8% |
| -Percent change in enrollment (1980-1990): | +16.9% |
| -Percent of enrollment African-American: | 31.7% |
| -Percent of enrollment Hispanic: | 9.2% |
| -Percent of enrollment Asian or Pacific Islander: | 2.0% |
| -Percent of enrollment Native American or other: | 0.3% |
| -Percent of enrollment white: | 56.8% |
| -Percent of enrollment free or reduced price lunch: | 35.0% |
| -Percent of enrollment limited-English proficient: | 5.2% |
| -Percent of enrollment disabled: | 10.0% [b] |
| -Number of languages spoken: | 47 |
| -Percent of state's total enrollment: | 8.3% |
| -Percent of state's total school poor: | 8.5% |
| -Percent of state's total limited-English proficient: | 9.5% |
| -Percent of state's total disabled: | 7.3% |
| -Percent of state's total African-American: | 11.4% |
| -Percent of state's total Hispanic: | 6.4% |
| -Percent of state's total Asian or Pacific Islander: | 11.7% |
| -Percent of state's total Native American or other: | 14.1% |
| -Percent of state's total white: | 7.9% |

## DISTRICT CHARACTERISTICS:

| | |
|---|---|
| -Number of School Board members: | 7 |
| -How School Board is chosen: | Elected |
| -School Board term of office (years): | 4 |
| -Year current superintendent was hired: | 1990 |
| -Number of days teachers are on duty: | 190 [c] |
| -Teacher bargaining unit: | AFT |
| -Total number of schools: | 168 |
| -Court order for desegregation: | Voluntary |

## FINANCES:

| | |
|---|---|
| -Bonded debt rating: | A1/Aa |
| -Total revenues per student: | $6,768 [d] |
| -Percent of revenues from local sources: | 48.5% |
| -Percent of revenues from state sources: | 46.8% |
| -Percent of revenues from federal sources: | 4.7% |
| -Local school taxing authority: | Indepen. |
| -Percent of state's elementary and secondary expenditures: | 8.8% |

## GOAL INDICATORS:

### *Goal 1: Readiness to Learn*

| | |
|---|---|
| 1. Data collected to assess readiness for kindergarten: | Yes [e, f] |
| 2. Percent of entering 1st graders with: | |
| -full day of kindergarten: | 100.0% |
| -half day of kindergarten: | 0.0% |
| -no prior schooling: | 0.0% |
| -undetermined: | 0.0% |
| 3. Number of pre-kindergarten pupils per teacher: | 7.2 [g] |
| 4. Number of kindergarten pupils per teacher: | 11.8 [h] |
| 5. State requires early childhood staff credential: | Yes |
| 6. Percent of pre-kindergarten staff with early childhood credential: | 100.0% |
| 7. Percent of kindergarten staff credentialed as elementary school teachers: | 100.0% |
| 8. Schools with child care for infants of teen mothers: | Some |
| 9. Schools with parenting programs for adults: | All |
| 10. Schools with parenting programs for teens: | Some |
| 11. Schools with programs for latchkey students: | Some |

### *Goal 2: Increased Graduation Rates*

| | |
|---|---|
| 1. Total number of graduates: | 7,246 |
| 2. Annual dropout rate (1990-91): | 6.1% [i] |
| 3. Percent change in annual dropout rate (1988-91): | -21.5% |
| 4. 4-year dropout rate (1990-91): | NA |
| 5. Percent change in 4-year dropout rate (1988-91): | NA |
| 6. Attendance rate: | 92.0% |
| 7. Schools with adult education programs: | All |
| 8. Schools with academic programs for teen moms: | Some |

### *Goal 3: Improved Academic Achievement*

| | |
|---|---|
| Reading: | |
| 1. Standardized test(s) administered: | ITBS [j] |
| 2. Percent of students scoring in bottom quarter: | 25.1% |
| 3. Percent of students scoring in top quarter: | 20.6% |
| 4. Percent of students scoring above national norm: | 47.7% |
| Math: | |
| 5. Standardized test(s) administered: | ITBS [j] |
| 6. Percent of students scoring in bottom quarter: | 22.1% |
| 7. Percent of students scoring in top quarter: | 27.9% |
| 8. Percent of students scoring above national norm | 54.3% |
| 9. Percent of 10th graders successfully completing first year algebra: | 56.0% |
| 10. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate English: | 4.2% |
| 11. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate Math: | 2.6% |
| 12. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate Science: | 2.9% |

# Broward County Public Schools

| | |
|---|---|
| 13. Schools with site-based management: | All |
| 14. Schools with magnet programs: | Some |
| 15. Schools with public school choice: | Some |
| 16. Schools with alternative assessment programs: | Some |

### *Goal 4: Quality Teachers*

| | |
|---|---|
| 1. Total number of teachers: | 9,930 |
| 2. Percent of English teachers fully certified: | 99.8% |
| 3. Percent of Math teachers fully certified: | 99.4% |
| 4. Percent of Science teachers fully certified: | 99.3% |
| 5. Percent of teachers who are minority: | 21.2% |
| 6. Average teacher salary: | $36,368 |
| 7. Average class size: | NA |
| 8. Schools with future teacher programs: | All |
| 9. Schools with teacher or staff in-service training in urban culture or race relations: | All |

### *Goal 5: Postsecondary Opportunities*

| | |
|---|---|
| 1. Percent of graduates: | |
| -enrolled in postsecondary vocational programs: | 6.3% |
| -enrolled in four-year colleges: | 34.1% |
| -enrolled in two-year colleges: | 36.9% |
| -performing military service: | 4.0% |
| -employed full-time: | 10.1% |
| -undetermined: | 8.6% |
| 2. Schools with higher education awareness programs for middle school students: | All |
| 3. Schools with voter registration programs: | All |
| 4. Schools with community service programs: | All |
| 5. Schools with job training programs for youth: | All |
| 6. Schools with business collaboratives: | All |

### *Goal 6: Safe and Caring Environment*

| | |
|---|---|
| 1. Drug/alcohol incidents per 1,000 students: | 0.5 |
| 2. Number of schools with health clinics: | 0 [k] |
| 3. Number of student visits to health clinics: | NA |
| 4. Schools with drug education programs: | All |
| 5. Total amount of deferred maintenance (millions of dollars): | $35.5 |
| 6. Schools with HIV and STD prevention programs: | All |
| 7. Schools with nutrition education programs: | All |
| 8. Schools with programs for children of drug-addicted parents: | Some |
| 9. Schools with programs to reduce student suicide and stress: | All |
| 10. Schools with programs to reduce crime and gangs: | All |
| 11. Schools with pregnancy prevention programs: | All |
| 12. Schools with programs for homeless children: | Some |

## NOTES:

[a] Population of Broward County, 1990.

[b] Eligible for services under PL94-142.

[c] Includes both instructional days in classroom plus other.

[d] Figure includes sum of all revenue from local, state, and federal sources divided by enrollment. Result is not equivalent or comparable to an average per pupil expenditure.

[e] All kindergarten students are screened for vision, hearing, development, medical, and speech/language. Results are used for curriculum adjustments, parent conferences, and/or follow-ups by medical and social services professionals.

[f] District currently serves 27-30% of the eligible 4 year olds due to limited funds.

[g] Ratio based on 129 teachers and 124 paraprofessionals.

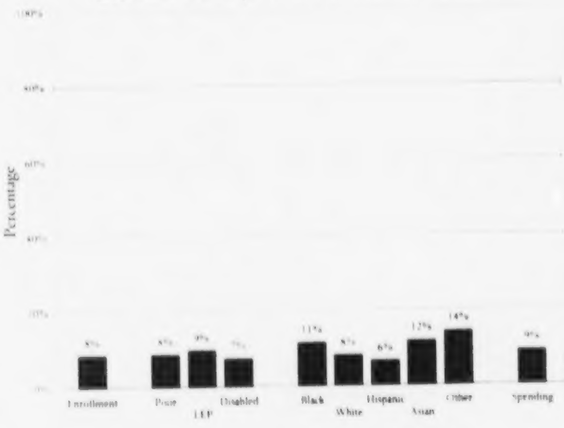
[h] Ratio based on 729 teachers and 55 paraprofessionals.

[i] Dropout rate is the total number of dropouts in grades 9-12 on Fall survey divided by total reported membership in grades 9-12 from the previous year.

[j] Iowa Tests of Basic Skills (ITBS) for grades 3-9.

[k] Enhanced nursing services are available in 16 schools: 2 elementary, 6 middle, 5 high, and 3 teen parent programs. Students who had nursing assessments and individual conferences with the nurse in the 16 schools totaled 6,000 students.

Broward County's Share of Florida Totals*



*Percentages are rounded to the nearest whole number.

# Buffalo Public Schools

Size in nation: 74th

## STUDENT DEMOGRAPHICS:

| | |
|---|---|
| -Population of area served (1990): | 328,123 |
| -Public school enrollment (1990-91): | 47,660 |
| -Enrollment as % of total area population: | 14.5% |
| -Enrollment as % of total 5-17 year old population: | 90.2% |
| -Percent change in enrollment (1980-1990): | -0.5% |
| -Percent of enrollment African-American: | 48.4% |
| -Percent of enrollment Hispanic: | 8.3% |
| -Percent of enrollment Asian or Pacific Islander: | 1.2% |
| -Percent of enrollment Native American or other: | 1.2% |
| -Percent of enrollment white: | 40.9% |
| -Percent of enrollment free or reduced price lunch: | 44.3% |
| -Percent of enrollment limited-English proficient: | 4.2% |
| -Percent of enrollment disabled: | 10.1% |
| -Number of languages spoken: | NA |
| -Percent of state's total enrollment: | 1.9% |
| -Percent of state's total school poor: | 2.4% |
| -Percent of state's total limited-English proficient: | 1.2% |
| -Percent of state's total disabled: | 1.8% |
| -Percent of state's total African-American: | 4.5% |
| -Percent of state's total Hispanic: | 1.0% |
| -Percent of state's total Asian or Pacific Islander: | 0.5% |
| -Percent of state's total Native American or other: | 8.9% |
| -Percent of state's total white: | 1.2% |

## DISTRICT CHARACTERISTICS:

| | |
|---|---|
| -Number of School Board members: | 9 |
| -How School Board is chosen: | Elected |
| -School Board term of office (years): | 5 |
| -Year current superintendent was hired: | 1989 |
| -Number of days teachers are on duty: | 185 |
| -Teacher bargaining unit: | NEA |
| -Total number of schools: | 75 |
| -Court order for desegregation: | Federal |

## FINANCES:

| | |
|---|---|
| -Bonded debt rating: | Baa1 |
| -Total revenues per student: | $7,384 |
| -Percent of revenues from local sources: | 21.4% |
| -Percent of revenues from state sources: | 68.9% |
| -Percent of revenues from federal sources: | 9.7% |
| -Local school taxing authority: | Dependent |
| -Percent of state's elementary and secondary expenditures: | 2.7% |

## GOAL INDICATORS:

### *Goal 1: Readiness to Learn*

| | |
|---|---|
| 1. Data collected to assess readiness for kindergarten: | NA |
| 2. Percent of entering 1st graders with: | |
| -full day of kindergarten: | NA |
| -half day of kindergarten: | NA |
| -no prior schooling: | NA |
| -undetermined: | NA |
| 3. Number of pre-kindergarten pupils per teacher: | NA |
| 4. Number of kindergarten pupils per teacher: | NA |
| 5. State requires early childhood staff credential: | No |
| 6. Percent of pre-kindergarten staff with early childhood credential: | NA |
| 7. Percent of kindergarten staff credentialed as elementary school teachers: | NA |
| 8. Schools with child care for infants of teen mothers: | NA |
| 9. Schools with parenting programs for adults: | NA |
| 10. Schools with parenting programs for teens: | NA |
| 11. Schools with programs for latchkey students: | NA |

### *Goal 2: Increased Graduation Rates*

| | |
|---|---|
| 1. Total number of graduates: | NA |
| 2. Annual dropout rate (1990-91): | NA |
| 3. Percent change in annual dropout rate (1988-91): | NA |
| 4. 4-year dropout rate (1990-91): | NA |
| 5. Percent change in 4-year dropout rate (1988-91): | NA |
| 6. Attendance rate: | NA |
| 7. Schools with adult education programs: | NA |
| 8. Schools with academic programs for teen moms: | NA |

### *Goal 3: Improved Academic Achievement*

| | |
|---|---|
| Reading: | |
| 1. Standardized test(s) administered: | NA |
| 2. Percent of students scoring in bottom quarter: | NA |
| 3. Percent of students scoring in top quarter: | NA |
| 4. Percent of students scoring above national norm: | NA |
| Math: | |
| 5. Standardized test(s) administered: | NA |
| 6. Percent of students scoring in bottom quarter: | NA |
| 7. Percent of students scoring in top quarter: | NA |
| 8. Percent of students scoring above national norm | NA |
| 9. Percent of 10th graders successfully completing first year algebra: | NA |
| 10. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate English: | NA |
| 11. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate Math: | NA |
| 12. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate Science: | NA |

# Buffalo Public Schools

| | |
|---|---|
| 13. Schools with site-based management: | NA |
| 14. Schools with magnet programs: | NA |
| 15. Schools with public school choice: | NA |
| 16. Schools with alternative assessment programs: | NA |

## *Goal 4: Quality Teachers*

| | |
|---|---|
| 1. Total number of teachers: | NA |
| 2. Percent of English teachers fully certified: | NA |
| 3. Percent of Math teachers fully certified: | NA |
| 4. Percent of Science teachers fully certified: | NA |
| 5. Percent of teachers who are minority: | NA |
| 6. Average teacher salary: | $34,944 |
| 7. Average class size: | NA |
| 8. Schools with future teacher programs: | NA |
| 9. Schools with teacher or staff in-service training in urban culture or race relations: | NA |

## *Goal 5: Postsecondary Opportunities*

| | |
|---|---|
| 1. Percent of graduates: | |
| -enrolled in postsecondary vocational programs: | NA |
| -enrolled in four-year colleges: | NA |
| -enrolled in two-year colleges: | NA |
| -performing military service: | NA |
| -employed full-time: | NA |
| -undetermined: | NA |
| 2. Schools with higher education awareness programs for middle school students: | NA |
| 3. Schools with voter registration programs: | NA |
| 4. Schools with community service programs: | NA |
| 5. Schools with job training programs for youth: | NA |
| 6. Schools with business collaboratives: | NA |

## *Goal 6: Safe and Caring Environment*

| | |
|---|---|
| 1. Drug/alcohol incidents per 1,000 students: | NA |
| 2. Number of schools with health clinics: | NA |
| 3. Number of student visits to health clinics: | NA |
| 4. Schools with drug education programs: | NA |
| 5. Total amount of deferred maintenance (millions of dollars): | NA |
| 6. Schools with HIV and STD prevention programs: | NA |
| 7. Schools with nutrition education programs: | NA |
| 8. Schools with programs for children of drug-addicted parents: | NA |
| 9. Schools with programs to reduce student suicide and stress: | NA |
| 10. Schools with programs to reduce crime and gangs: | NA |
| 11. Schools with pregnancy prevention programs: | NA |
| 12. Schools with programs for homeless children: | NA |

NOTES:

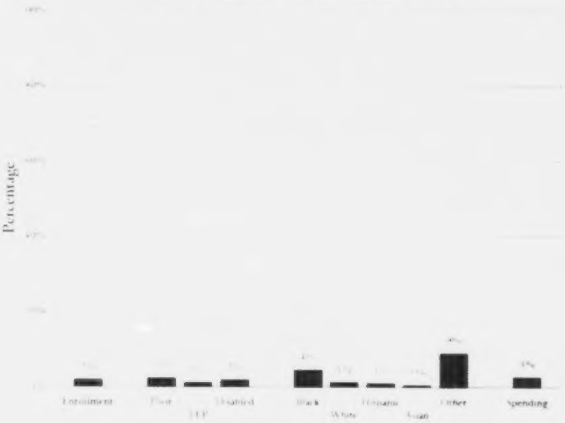
a Population of the city of Buffalo, 1990.

b Eligible for services under PL94-142.

c Includes both instructional days in classroom plus other.

d Figure includes sum of all revenue from local, state, and federal sources divided by enrollment. Result is not equivalent or comparable to an average per pupil expenditure.

Buffalo's Share of New York Totals*



*Percentages are rounded to the nearest whole number.

# Chicago Public Schools

Size in nation: 3rd

## STUDENT DEMOGRAPHICS:

| | |
|---|---|
| -Population of area served (1990): | 2,783,726 [a] |
| -Public school enrollment (1990-91): | 408,714 |
| -Enrollment as % of total area population: | 14.7% |
| -Enrollment as % of total 5-17 year old population: | 82.3% |
| -Percent change in enrollment (1980-1990): | -10.9% |
| -Percent of enrollment African-American: | 58.0% |
| -Percent of enrollment Hispanic: | 27.1% |
| -Percent of enrollment Asian or Pacific Islander: | 2.9% |
| -Percent of enrollment Native American or other: | 0.2% |
| -Percent of enrollment white: | 11.8% |
| -Percent of enrollment free or reduced price lunch: | 70.1% |
| -Percent of enrollment limited-English proficient: | 11.4% |
| -Percent of enrollment disabled: | 10.4% [b] |
| -Number of languages spoken: | 100 |
| -Percent of state's total enrollment: | 22.4% |
| -Percent of state's total school poor: | 57.7% |
| -Percent of state's total limited-English proficient: | 58.8% |
| -Percent of state's total disabled: | 20.6% |
| -Percent of state's total African-American: | 60.2% |
| -Percent of state's total Hispanic: | 62.0% |
| -Percent of state's total Asian or Pacific Islander: | 24.4% |
| -Percent of state's total Native American or other: | 40.2% |
| -Percent of state's total white: | 4.0% |

## DISTRICT CHARACTERISTICS:

| | |
|---|---|
| -Number of School Board members: | 15 |
| -How School Board is chosen: | Appointed |
| -School Board term of office (years): | 4 |
| -Year current superintendent was hired: | 1989 |
| -Number of days teachers are on duty: | 185 [c] |
| -Teacher bargaining unit: | AFT |
| -Total number of schools: | 610 |
| -Court order for desegregation: | Federal |

## FINANCES:

| | |
|---|---|
| -Bonded debt rating: | Baa |
| -Total revenues per student: | $5,249 [d] |
| -Percent of revenues from local sources: | 47.0% |
| -Percent of revenues from state sources: | 41.5% |
| -Percent of revenues from federal sources: | 11.5% |
| -Local school taxing authority: | Indepen. |
| -Percent of state's elementary and secondary expenditures: | 25.4% |

## GOAL INDICATORS:

### *Goal 1: Readiness to Learn*

| | |
|---|---|
| 1. Data collected to assess readiness for kindergarten: | Yes [e] |
| 2. Percent of entering 1st graders with: | |
| -full day of kindergarten: | 37.3% |
| -half day of kindergarten: | 51.6% |
| -no prior schooling: | 0.0% |
| -undetermined: | 11.1% |
| 3. Number of pre-kindergarten pupils per teacher: | 27.4 |
| 4. Number of kindergarten pupils per teacher: | NA |
| 5. State requires early childhood staff credential: | Yes |
| 6. Percent of pre-kindergarten staff with early childhood credential: | 88.7% |
| 7. Percent of kindergarten staff credentialed as elementary school teachers: | NA |
| 8. Schools with child care for infants of teen mothers: | Some |
| 9. Schools with parenting programs for adults: | Some |
| 10. Schools with parenting programs for teens: | Some |
| 11. Schools with programs for latchkey students: | Some |

### *Goal 2: Increased Graduation Rates*

| | |
|---|---|
| 1. Total number of graduates: | 15,913 |
| 2. Annual dropout rate (1990-91): | 13.2% [f] |
| 3. Percent change in annual dropout rate (1988-91): | +0.8% |
| 4. 4-year dropout rate (1989-90): | 45.9% [g] |
| 5. Percent change in 4-year dropout rate (1988-90): | -4.0% |
| 6. Attendance rate: | 81.0% [h] |
| 7. Schools with adult education programs: | Some |
| 8. Schools with academic programs for teen moms: | Some |

### *Goal 3: Improved Academic Achievement*

| | |
|---|---|
| Reading: | |
| 1. Standardized test(s) administered: | ITBS/TAP [i] |
| 2. Percent of students scoring in bottom quarter: | 46.8% |
| 3. Percent of students scoring in top quarter: | 7.4% |
| 4. Percent of students scoring above national norm: | 23.5% |
| Math: | |
| 5. Standardized test(s) administered: | ITBS/TAP [i] |
| 6. Percent of students scoring in bottom quarter: | 47.7% |
| 7. Percent of students scoring in top quarter: | 10.1% |
| 8. Percent of students scoring above national norm | 27.2% |
| 9. Percent of 10th graders successfully completing first year algebra: | 61.4% |
| 10. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate English: | 2.4% |
| 11. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate Math: | 1.4% |
| 12. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate Science: | 1.8% |

# Chicago Public Schools

| | |
|---|---|
| 13. Schools with site-based management: | All |
| 14. Schools with magnet programs: | Some |
| 15. Schools with public school choice: | Some |
| 16. Schools with alternative assessment programs: | All |

### *Goal 4: Quality Teachers*

| | |
|---|---|
| 1. Total number of teachers: | 24,289 |
| 2. Percent of English teachers fully certified: | NA |
| 3. Percent of Math teachers fully certified: | NA |
| 4. Percent of Science teachers fully certified: | NA |
| 5. Percent of teachers who are minority: | 55.5% |
| 6. Average teacher salary: | $38,409 |
| 7. Average class size: | NA |
| 8. Schools with future teacher programs: | Some |
| 9. Schools with teacher or staff in-service training in urban culture or race relations: | Some |

### *Goal 5: Postsecondary Opportunities*

| | |
|---|---|
| 1. Percent of graduates: | |
| -enrolled in postsecondary vocational programs: | 14.9% [j] |
| -enrolled in four-year colleges: | 45.7% [j] |
| -enrolled in two-year colleges: | 19.2% [j] |
| -performing military service: | 7.3% [j] |
| -employed full-time: | 0.0% [j] |
| -undetermined: | 12.9% [j] |
| 2. Schools with higher education awareness programs for middle school students: | All |
| 3. Schools with voter registration programs: | All |
| 4. Schools with community service programs: | Some |
| 5. Schools with job training programs for youth: | Some |
| 6. Schools with business collaboratives: | Some |

### *Goal 6: Safe and Caring Environment*

| | |
|---|---|
| 1. Drug/alcohol incidents per 1,000 students: | 0.2 |
| 2. Number of schools with health clinics: | 4 |
| 3. Number of student visits to health clinics: | 7,000 |
| 4. Schools with drug education programs: | All |
| 5. Total amount of deferred maintenance (millions of dollars): | $569.0 |
| 6. Schools with HIV and STD prevention programs: | All |
| 7. Schools with nutrition education programs: | All |
| 8. Schools with programs for children of drug-addicted parents: | Some |
| 9. Schools with programs to reduce student suicide and stress: | Some |
| 10. Schools with programs to reduce crime and gangs: | All |
| 11. Schools with pregnancy prevention programs: | Some |
| 12. Schools with programs for homeless children: | All |

NOTES:

a Population of the city of Chicago, 1990.

b Eligible for services under PL94-142.

c Includes both instructional days in classroom plus other.

d Figure includes sum of all revenue from local, state, and federal sources divided by enrollment. Result is not equivalent or comparable to an average per pupil expenditure.

e For all children enrolled in a Pre-K program, teachers complete a Child Assessment Profile (CAP) consisting of a checklist of developmental milestones, ratings of social-emotional development, self-help skills, and anecdotal records. Teacher observation is also used to determine confidence, self-esteem, and risk-taking necessary to learn. Information is used for planning and teacher activities.

f Number of dropouts in grades 9-12 divided by total enrollment in same grades.

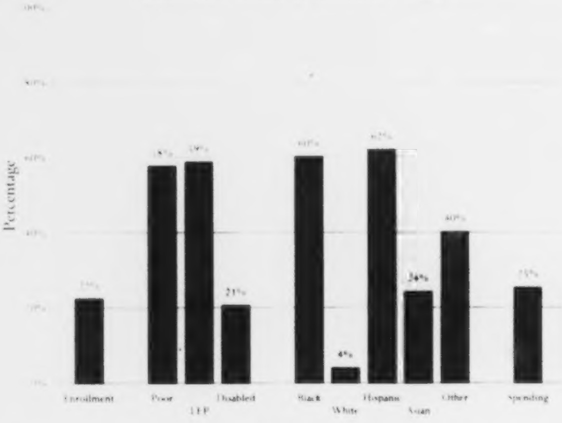
g Number of dropouts divided by number of first-time grade 9 enrollees minus number died, out-of-district transfers, and 5th year enrollees.

h High school attendance rate only.

i Iowa Tests of Basic Skills (ITBS) for grades 1-8 and Tests of Achievement and Proficiency (TAP) for grades 9-12.

j Data are based on a 74% response rate for the Spring, 1991, Survey of Senior Plans.

Chicago's Share of Illinois Totals*



*Percentages are rounded to the nearest whole number.

BEST COPY AVAILABLE

# Cincinnati Public Schools

Size in nation: 64th

## STUDENT DEMOGRAPHICS:

| | |
|---|---|
| -Population of area served (1990): | 364,040 [a] |
| -Public school enrollment (1990-91): | 51,868 |
| -Enrollment as % of total area population: | 14.2% |
| -Enrollment as % of total 5-17 year old population: | 87.7% |
| -Percent change in enrollment (1980-1990): | -3.3% |
| -Percent of enrollment African-American: | 63.5% |
| -Percent of enrollment Hispanic: | 0.2% |
| -Percent of enrollment Asian or Pacific Islander: | 0.9% |
| -Percent of enrollment Native American or other: | 0.0% |
| -Percent of enrollment white: | 35.3% |
| -Percent of enrollment free or reduced price lunch: | 55.5% |
| -Percent of enrollment limited-English proficient: | 0.5% |
| -Percent of enrollment disabled: | 8.8% [b] |
| -Number of languages spoken: | 9 |
| -Percent of state's total enrollment: | 2.9% |
| -Percent of state's total school poor: | 7.7% |
| -Percent of state's total limited-English proficient: | 2.9% |
| -Percent of state's total disabled: | 2.5% |
| -Percent of state's total African-American: | 13.3% |
| -Percent of state's total Hispanic: | 0.6% |
| -Percent of state's total Asian or Pacific Islander: | 3.0% |
| -Percent of state's total Native American or other: | 1.4% |
| -Percent of state's total white: | 1.3% |

## DISTRICT CHARACTERISTICS:

| | |
|---|---|
| -Number of School Board members: | 7 |
| -How School Board is chosen: | Elected |
| -School Board term of office (years): | 4 |
| -Year current superintendent was hired: | 1991 |
| -Number of days teachers are on duty: | 184 [c] |
| -Teacher bargaining unit: | AFT |
| -Total number of schools: | 86 |
| -Court order for desegregation: | Voluntary |

## FINANCES:

| | |
|---|---|
| -Bonded debt rating: | Aa |
| -Total revenues per student: | $5,325 [d] |
| -Percent of revenues from local sources: | 50.6% |
| -Percent of revenues from state sources: | 42.6% |
| -Percent of revenues from federal sources: | 6.8% |
| -Local school taxing authority: | Indepen. |
| -Percent of state's elementary and secondary expenditures: | 3.0% |

## GOAL INDICATORS:

### *Goal 1: Readiness to Learn*

| | |
|---|---|
| 1. Data collected to assess readiness for kindergarten: | Yes [e] |
| 2. Percent of entering 1st graders with: | |
| -full day of kindergarten: | 65.5% [f] |
| -half day of kindergarten: | 25.2% [f] |
| -no prior schooling: | 2.0% [f] |
| -undetermined: | 7.4% [f] |
| 3. Number of pre-kindergarten pupils per teacher: | NA |
| 4. Number of kindergarten pupils per teacher: | NA |
| 5. State requires early childhood staff credential: | No |
| 6. Percent of pre-kindergarten staff with early childhood credential: | NA |
| 7. Percent of kindergarten staff credentialed as elementary school teachers: | NA |
| 8. Schools with child care for infants of teen mothers: | Some |
| 9. Schools with parenting programs for adults: | Some |
| 10. Schools with parenting programs for teens: | Some |
| 11. Schools with programs for latchkey students: | Some |

### *Goal 2: Increased Graduation Rates*

| | |
|---|---|
| 1. Total number of graduates: | 1,603 |
| 2. Annual dropout rate (1990-91): | 8.8% [g] |
| 3. Percent change in annual dropout rate (1988-91): | -1.1% |
| 4. 4-year dropout rate (1990-91): | 41.0% [h] |
| 5. Percent change in 4-year dropout rate (1988-91): | +22.4% |
| 6. Attendance rate: | NA |
| 7. Schools with adult education programs: | Some |
| 8. Schools with academic programs for teen moms: | Some |

### *Goal 3: Improved Academic Achievement*

| | |
|---|---|
| Reading: | |
| 1. Standardized test(s) administered: | CAT [i] |
| 2. Percent of students scoring in bottom quarter: | 43.9% |
| 3. Percent of students scoring in top quarter: | 19.8% |
| 4. Percent of students scoring above national norm: | 44.0% |
| Math: | |
| 5. Standardized test(s) administered: | CAT [i] |
| 6. Percent of students scoring in bottom quarter: | 30.5% |
| 7. Percent of students scoring in top quarter: | 24.3% |
| 8. Percent of students scoring above national norm | 46.2% |
| 9. Percent of 10th graders successfully completing first year algebra: | NA |
| 10. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate English: | NA |
| 11. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate Math: | NA |
| 12. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate Science: | NA |

# Cincinnati Public Schools

| | |
|---|---|
| 13. Schools with site-based management: | All |
| 14. Schools with magnet programs: | Some |
| 15. Schools with public school choice: | All |
| 16. Schools with alternative assessment programs: | All |

## *Goal 4: Quality Teachers*

| | |
|---|---|
| 1. Total number of teachers: | 3,101 |
| 2. Percent of English teachers fully certified: | NA |
| 3. Percent of Math teachers fully certified: | NA |
| 4. Percent of Science teachers fully certified: | NA |
| 5. Percent of teachers who are minority: | 30.3% |
| 6. Average teacher salary: | $34,440 |
| 7. Average class size: | NA |
| 8. Schools with future teacher programs: | Some |
| 9. Schools with teacher or staff in-service training in urban culture or race relations: | All |

## *Goal 5: Postsecondary Opportunities*

| | |
|---|---|
| 1. Percent of graduates: | |
| -enrolled in postsecondary vocational programs: | 4.3% [j] |
| -enrolled in four-year colleges: | 40.7% [j] |
| -enrolled in two-year colleges: | 5.9% [j] |
| -performing military service: | 6.0% [j] |
| -employed full-time: | 34.0% [j] |
| -undetermined: | 9.1% [j] |
| 2. Schools with higher education awareness programs for middle school students: | All |
| 3. Schools with voter registration programs: | All |
| 4. Schools with community service programs: | All |
| 5. Schools with job training programs for youth: | Some |
| 6. Schools with business collaboratives: | All |

## *Goal 6: Safe and Caring Environment*

| | |
|---|---|
| 1. Drug/alcohol incidents per 1,000 students: | 1.7 |
| 2. Number of schools with health clinics: | 0 |
| 3. Number of student visits to health clinics: | NA |
| 4. Schools with drug education programs: | All |
| 5. Total amount of deferred maintenance (millions of dollars): | $115.0 |
| 6. Schools with HIV and STD prevention programs: | All |
| 7. Schools with nutrition education programs: | All |
| 8. Schools with programs for children of drug-addicted parents: | Some |
| 9. Schools with programs to reduce student suicide and stress: | Some |
| 10. Schools with programs to reduce crime and gangs: | None |
| 11. Schools with pregnancy prevention programs: | Some |
| 12. Schools with programs for homeless children: | None |

NOTES:

a Population of the city of Cincinnati, 1990.

b Eligible for services under PL94-142.

c Includes both instructional days in classroom plus other.

d Figure includes sum of all revenue from local, state, and federal sources divided by enrollment. Result is not equivalent or comparable to an average per pupil expenditure.

e Screening of hearing, vision, speech, and communications, health or medical problems, and developmental disorders. Where indicated, a multidisciplinary evaluation is conducted to identify the learning environment in which the child is most likely to succeed.

f Data estimated from number enrolled in 1989-90.

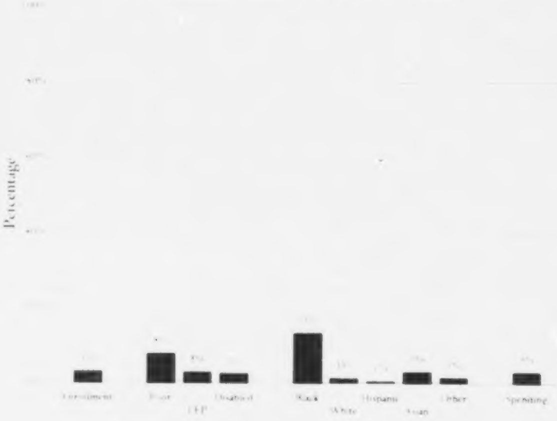
g Number of dropouts divided by October ADM.

h Number of dropouts divided by 9th grade cohort minus out-of-district transfers.

i California Achievement Tests (CAT) for grades K-8 and 10.

j Based on a poll of 1,197 graduates during the 1989-90 school year.

Cincinnati's Share of Ohio Totals*



*Percentages are rounded to the nearest whole number

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# Cleveland Public Schools

Size in nation: 36th

## STUDENT DEMOGRAPHICS:

| | |
|---|---|
| -Population of area served (1990): | 505,616 [a] |
| -Public school enrollment (1990-91): | 69,934 [b] |
| -Enrollment as % of total area population: | 13.8% |
| -Enrollment as % of total 5-17 year old population: | 77.7% |
| -Percent change in enrollment (1980-1990): | -14.9% |
| -Percent of enrollment African-American: | 68.9% |
| -Percent of enrollment Hispanic: | 6.2% |
| -Percent of enrollment Asian or Pacific Islander: | 1.4% |
| -Percent of enrollment Native American or other: | 0.2% |
| -Percent of enrollment white: | 23.3% |
| -Percent of enrollment free or reduced price lunch: | 69.7% |
| -Percent of enrollment limited-English proficient: | 1.6% |
| -Percent of enrollment disabled: | 13.6% [c] |
| -Number of languages spoken: | 20 |
| -Percent of state's total enrollment: | 3.9% |
| -Percent of state's total school poor: | 13.0% |
| -Percent of state's total limited-English proficient: | 12.2% |
| -Percent of state's total disabled: | 5.2% |
| -Percent of state's total African-American: | 19.0% |
| -Percent of state's total Hispanic: | 18.7% |
| -Percent of state's total Asian or Pacific Islander: | 6.0% |
| -Percent of state's total Native American or other: | 8.8% |
| -Percent of state's total white: | 1.1% |

## DISTRICT CHARACTERISTICS:

| | |
|---|---|
| -Number of School Board members: | 7 |
| -How School Board is chosen: | Elected |
| -School Board term of office (years): | 4 |
| -Year current superintendent was hired: | 1992 |
| -Number of days teachers are on duty: | 195 [d] |
| -Teacher bargaining unit: | AFT |
| -Total number of schools: | 129 |
| -Court order for desegregation: | Federal |

## FINANCES:

| | |
|---|---|
| -Bonded debt rating: | Bal |
| -Total revenues per student: | $6,651 [e] |
| -Percent of revenues from local sources: | 38.5% |
| -Percent of revenues from state sources: | 50.0% |
| -Percent of revenues from federal sources: | 11.5% |
| -Local school taxing authority: | Indepen. |
| -Percent of state's elementary and secondary expenditures: | 5.9% |

## GOAL INDICATORS:

### *Goal 1: Readiness to Learn*

| | |
|---|---|
| 1. Data collected to assess readiness for kindergarten: | Yes [f] |
| 2. Percent of entering 1st graders with: | |
| -full day of kindergarten: | 45.0% [g] |
| -half day of kindergarten: | 55.0% [g] |
| -no prior schooling: | NA |
| -undetermined: | 0.0% |
| 3. Number of pre-kindergarten pupils per teacher: | NA [h] |
| 4. Number of kindergarten pupils per teacher: | 28.2 |
| 5. State requires early childhood staff credential: | Yes [i] |
| 6. Percent of pre-kindergarten staff with early childhood credential: | 48.3% |
| 7. Percent of kindergarten staff credentialed as elementary school teachers: | 90.1% |
| 8. Schools with child care for infants of teen mothers: | Some |
| 9. Schools with parenting programs for adults: | Some |
| 10. Schools with parenting programs for teens: | Some |
| 11. Schools with programs for latchkey students: | None |

### *Goal 2: Increased Graduation Rates*

| | |
|---|---|
| 1. Total number of graduates: | 2,616 |
| 2. Annual dropout rate (1990-91): | 8.0% [j] |
| 3. Percent change in annual dropout rate (1988-91): | -20.0% |
| 4. 4-year dropout rate (1990-91): | NA |
| 5. Percent change in 4-year dropout rate (1988-91): | NA |
| 6. Attendance rate: | 75.0% |
| 7. Schools with adult education programs: | Some |
| 8. Schools with academic programs for teen moms: | Some |

### *Goal 3: Improved Academic Achievement*

| | |
|---|---|
| Reading: | |
| 1. Standardized test(s) administered: | CAT [k] |
| 2. Percent of students scoring in bottom quarter: | 26.1% |
| 3. Percent of students scoring in top quarter: | 15.1% |
| 4. Percent of students scoring above national norm: | 39.1% |
| Math: | |
| 5. Standardized test(s) administered: | CAT [l] |
| 6. Percent of students scoring in bottom quarter: | 33.2% |
| 7. Percent of students scoring in top quarter: | 11.9% |
| 8. Percent of students scoring above national norm | 34.0% |
| 9. Percent of 10th graders successfully completing first year algebra: | 39.7% [m] |
| 10. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate English: | 3.1% [n] |
| 11. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate Math: | 1.9% [n] |
| 12. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate Science: | 1.6% [n] |

# Cleveland Public Schools

|  |  |
|---|---|
| 13. Schools with site-based management: | All |
| 14. Schools with magnet programs: | Some |
| 15. Schools with public school choice: | None |
| 16. Schools with alternative assessment programs: | None |

### *Goal 4: Quality Teachers*

|  |  |
|---|---|
| 1. Total number of teachers: | 4,194 |
| 2. Percent of English teachers fully certified: | NA |
| 3. Percent of Math teachers fully certified: | NA |
| 4. Percent of Science teachers fully certified: | NA |
| 5. Percent of teachers who are minority: | 43.0% |
| 6. Average teacher salary: | $32,948 |
| 7. Average class size: | 26.0 |
| 8. Schools with future teacher programs: | Some |
| 9. Schools with teacher or staff in-service training in urban culture or race relations: | All |

### *Goal 5: Postsecondary Opportunities*

|  |  |
|---|---|
| 1. Percent of graduates: |  |
| -enrolled in postsecondary vocational programs: | 7.2% [o] |
| -enrolled in four-year colleges: | 24.3% [o] |
| -enrolled in two-year colleges: | 10.7% [o] |
| -performing military service: | 9.0% [o] |
| -employed full-time: | 26.0% [o] |
| -undetermined: | 22.8% [o] |
| 2. Schools with higher education awareness programs for middle school students: | All |
| 3. Schools with voter registration programs: | None |
| 4. Schools with community service programs: | All |
| 5. Schools with job training programs for youth: | Some |
| 6. Schools with business collaboratives: | All |

### *Goal 6: Safe and Caring Environment*

|  |  |
|---|---|
| 1. Drug/alcohol incidents per 1,000 students: | 0.5 |
| 2. Number of schools with health clinics: | 1 |
| 3. Number of student visits to health clinics: | NA |
| 4. Schools with drug education programs: | All |
| 5. Total amount of deferred maintenance (millions of dollars): | NA |
| 6. Schools with HIV and STD prevention programs: | All |
| 7. Schools with nutrition education programs: | All |
| 8. Schools with programs for children of drug-addicted parents: | Some |
| 9. Schools with programs to reduce student suicide and stress: | None |
| 10. Schools with programs to reduce crime and gangs: | All |
| 11. Schools with pregnancy prevention programs: | Some |
| 12. Schools with programs for homeless children: | All |

## NOTES:

[a] Population of the city of Cleveland, 1990.

[b] Enrollment total includes grades Pre-K through 12 average daily attendance.

[c] Eligible for services under PL94-142.

[d] Includes both instructional days in classroom plus other.

[e] Figure includes sum of all revenue from local, state, and federal sources divided by enrollment. Result is not equivalent or comparable to an average per pupil expenditure.

[f] The Brigance Survey Screening is given during September-October of each year to assess developmental readiness. Data are included as part of the diagnostic assessments of students, if students were accepted into kindergarten. If not, the child is referred to the district's preschool program. All entering 1st graders with no identifiable formal kindergarten experience are assessed individually by a committee chaired by the Director of Pupil Personnel, and consisting of kindergarten and 1st grade teachers and administrators. If the child is not "ready" for 1st grade according to criteria developed by the district, the child is not accepted at 1st grade. Process is part of the recently enacted Ohio Education Reform Bill.

[g] Data estimated from sample. As of 7/1/90, kindergarten has been mandatory.

[h] Data exclude Early Childhood and Special Ed counts.

[i] Data pertain to teacher/directors, not paraprofessionals.

[j] Dropouts in grades 7-12 divided by October enrollment for grades 7-12.

[k] California Achievement Tests (CAT) for grades 1-12.

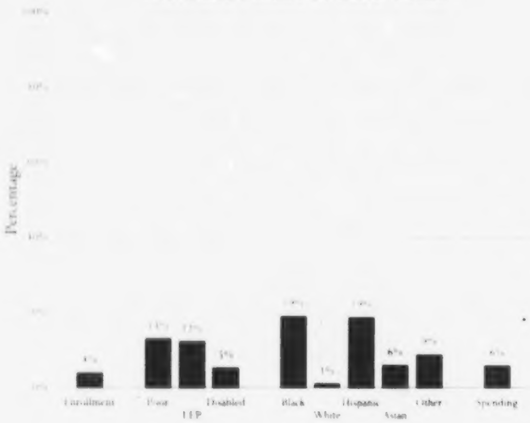
[l] California Achievement Tests (CAT) for grades 3-10.

[m] 110301 Algebra I; 110310 Intro to Algebra Part II.

[n] English 4 AP, Math-Calculus 110700, Science-Biology 13021. A.P.: classes toward college credit.

[o] Based on random sample of 399 students from the Class of '89 one year after graduation.

Cleveland's Share of Ohio Totals*



*Percentages are rounded to the nearest whole number.

# Columbus Public Schools

Size in nation: 46th

## STUDENT DEMOGRAPHICS:

| | |
|---|---|
| -Population of area served (1990): | 632,910 |
| -Public school enrollment (1990-91): | 64,280 |
| -Enrollment as % of total area population: | 10.2% |
| -Enrollment as % of total 5-17 year old population: | 66.4% |
| -Percent change in enrollment (1980-1990): | -12.8% |
| -Percent of enrollment African-American: | 47.4% |
| -Percent of enrollment Hispanic: | 0.4% |
| -Percent of enrollment Asian or Pacific Islander: | 2.4% |
| -Percent of enrollment Native American or other: | 0.1% |
| -Percent of enrollment white: | 49.6% |
| -Percent of enrollment free or reduced price lunch: | 49.9% |
| -Percent of enrollment limited-English proficient: | 2.8% |
| -Percent of enrollment disabled: | 6.9% |
| -Number of languages spoken: | NA |
| -Percent of state's total enrollment: | 3.6% |
| -Percent of state's total school poor: | 8.6% |
| -Percent of state's total limited-English proficient: | 20.0% |
| -Percent of state's total disabled: | 2.4% |
| -Percent of state's total African-American: | 12.0% |
| -Percent of state's total Hispanic: | 1.2% |
| -Percent of state's total Asian or Pacific Islander: | 9.9% |
| -Percent of state's total Native American or other: | 3.2% |
| -Percent of state's total white: | 2.2% |

## DISTRICT CHARACTERISTICS:

| | |
|---|---|
| -Number of School Board members: | 7 |
| -How School Board is chosen: | Elected |
| -School Board term of office (years): | 4 |
| -Year current superintendent was hired: | 1991 |
| -Number of days teachers are on duty: | 195 |
| -Teacher bargaining unit: | NEA |
| -Total number of schools: | 137 |
| -Court order for desegregation: | Unitary |

## FINANCES:

| | |
|---|---|
| -Bonded debt rating: | Baa1 |
| -Total revenues per student: | $5,040 |
| -Percent of revenues from local sources: | 50.4% |
| -Percent of revenues from state sources: | 41.0% |
| -Percent of revenues from federal sources: | 8.7% |
| -Local school taxing authority: | Indepen. |
| -Percent of state's elementary and secondary expenditures: | 3.4% |

## GOAL INDICATORS:

### *Goal 1: Readiness to Learn*

| | |
|---|---|
| 1. Data collected to assess readiness for kindergarten: | Yes |
| 2. Percent of entering 1st graders with: | |
| -full day of kindergarten: | NA |
| -half day of kindergarten: | NA |
| -no prior schooling: | NA |
| -undetermined: | NA |
| 3. Number of pre-kindergarten pupils per teacher: | 15.8 |
| 4. Number of kindergarten pupils per teacher: | NA |
| 5. State requires early childhood staff credential: | Yes |
| 6. Percent of pre-kindergarten staff with early childhood credential: | 100.0% |
| 7. Percent of kindergarten staff credentialed as elementary school teachers: | NA |
| 8. Schools with child care for infants of teen mothers: | None |
| 9. Schools with parenting programs for adults: | Some |
| 10. Schools with parenting programs for teens: | Some |
| 11. Schools with programs for latchkey students: | Some |

### *Goal 2: Increased Graduation Rates*

| | |
|---|---|
| 1. Total number of graduates: | 2,715 |
| 2. Annual dropout rate (1990-91): | 7.2% |
| 3. Percent change in annual dropout rate (1988-91): | +37.1% |
| 4. 4-year dropout rate (1990-91): | 37.2% |
| 5. Percent change in 4-year dropout rate (1988-91): | -0.5% |
| 6. Attendance rate: | NA |
| 7. Schools with adult education programs: | Some |
| 8. Schools with academic programs for teen moms: | Some |

### *Goal 3: Improved Academic Achievement*

| | |
|---|---|
| Reading: | |
| 1. Standardized test(s) administered: | CTBS |
| 2. Percent of students scoring in bottom quarter: | 26.7% |
| 3. Percent of students scoring in top quarter: | 16.1% |
| 4. Percent of students scoring above national norm: | 41.3% |
| Math: | |
| 5. Standardized test(s) administered: | CTBS |
| 6. Percent of students scoring in bottom quarter: | 19.8% |
| 7. Percent of students scoring in top quarter: | 27.8% |
| 8. Percent of students scoring above national norm | 54.4% |
| 9. Percent of 10th graders successfully completing first year algebra: | 46.0% |
| 10. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate English: | 1.6% |
| 11. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate Math: | 1.7% |
| 12. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate Science: | 1.9% |

# Columbus Public Schools

| | |
|---|---|
| 13. Schools with site-based management: | Some |
| 14. Schools with magnet programs: | Some |
| 15. Schools with public school choice: | None |
| 16. Schools with alternative assessment programs: | Some |

### *Goal 4: Quality Teachers*

| | |
|---|---|
| 1. Total number of teachers: | 4,678 |
| 2. Percent of English teachers fully certified: | 100.0% |
| 3. Percent of Math teachers fully certified: | 100.0% |
| 4. Percent of Science teachers fully certified: | 100.0% |
| 5. Percent of teachers who are minority: | 21.6% |
| 6. Average teacher salary: | $33,848 |
| 7. Average class size: | NA |
| 8. Schools with future teacher programs: | Some |
| 9. Schools with teacher or staff in-service training in urban culture or race relations: | All |

### *Goal 5: Postsecondary Opportunities*

| | |
|---|---|
| 1. Percent of graduates: | |
| -enrolled in postsecondary vocational programs: | NA |
| -enrolled in four-year colleges: | NA |
| -enrolled in two-year colleges: | NA |
| -performing military service: | NA |
| -employed full-time: | NA |
| -undetermined: | NA |
| 2. Schools with higher education awareness programs for middle school students: | All |
| 3. Schools with voter registration programs: | All |
| 4. Schools with community service programs: | Some |
| 5. Schools with job training programs for youth: | All |
| 6. Schools with business collaboratives: | All |

### *Goal 6: Safe and Caring Environment*

| | |
|---|---|
| 1. Drug/alcohol incidents per 1,000 students: | 3.7 |
| 2. Number of schools with health clinics: | 0 |
| 3. Number of student visits to health clinics: | NA |
| 4. Schools with drug education programs: | All |
| 5. Total amount of deferred maintenance (millions of dollars): | $360.8 |
| 6. Schools with HIV and STD prevention programs: | All |
| 7. Schools with nutrition education programs: | All |
| 8. Schools with programs for children of drug-addicted parents: | All |
| 9. Schools with programs to reduce student suicide and stress: | All |
| 10. Schools with programs to reduce crime and gangs: | All |
| 11. Schools with pregnancy prevention programs: | All |
| 12. Schools with programs for homeless children: | None |

NOTES:

a Population of the city of Columbus, 1990.

b Eligible for services under P.L. 94-142.

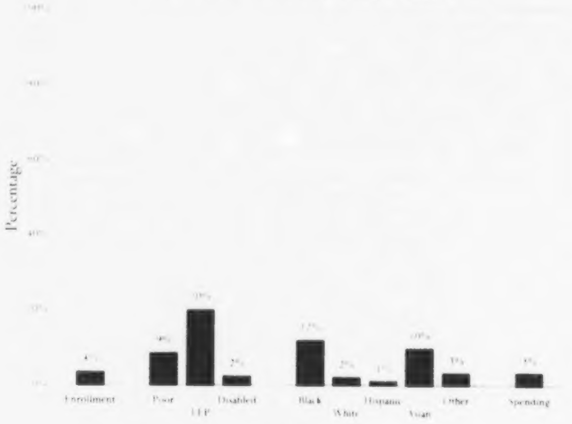
c Includes both instructional days in classroom plus other.

d Figure includes sum of all revenue from local, state, and federal sources divided by enrollment. Result is not equivalent or comparable to an average per pupil expenditure.

e District does not give readiness test but does screen for appropriate age, immunizations, and developmental delays.

f Metropolitan Achievement Tests (MAT 6) for grade 1; and Comprehensive Tests of Basic Skills (CTBS) for grades 2-10.

Columbus' Share of Ohio Totals*



*Percentages are rounded to the nearest whole number.

# Dade County Public Schools

Size in nation: 4th

## STUDENT DEMOGRAPHICS:

| | |
|---|---|
| -Population of area served (1990): | 1,937,094 [a] |
| -Public school enrollment (1990-91): | 292,411 |
| -Enrollment as % of total area population: | 15.1% |
| -Enrollment as % of total 5-17 year old population: | 89.1% |
| -Percent change in enrollment (1980-1990): | +25.5% |
| -Percent of enrollment African-American: | 33.3% |
| -Percent of enrollment Hispanic: | 46.5% |
| -Percent of enrollment Asian or Pacific Islander: | 1.2% |
| -Percent of enrollment Native American or other: | 0.0% |
| -Percent of enrollment white: | 19.0% |
| -Percent of enrollment free or reduced price lunch: | 45.4% |
| -Percent of enrollment limited-English proficient: | 15.3% |
| -Percent of enrollment disabled: | 8.9% [b] |
| -Number of languages spoken: | 13 |
| -Percent of state's total enrollment: | 15.7% |
| -Percent of state's total school poor: | 20.9% |
| -Percent of state's total limited-English proficient: | 53.5% |
| -Percent of state's total disabled: | 12.4% |
| -Percent of state's total African-American: | 21.7% |
| -Percent of state's total Hispanic: | 58.9% |
| -Percent of state's total Asian or Pacific Islander: | 12.4% |
| -Percent of state's total Native American or other: | 3.8% |
| -Percent of state's total white: | 4.8% |

## DISTRICT CHARACTERISTICS:

| | |
|---|---|
| -Number of School Board members: | 7 |
| -How School Board is chosen: | Elected |
| -School Board term of office (years): | 4 |
| -Year current superintendent was hired: | 1990 |
| -Number of days teachers are on duty: | 190 [c] |
| -Teacher bargaining unit: | AFT |
| -Total number of schools: | 271 |
| -Court order for desegregation: | Federal |

## FINANCES:

| | |
|---|---|
| -Bonded debt rating: | A |
| -Total revenues per student: | $6,510 [d] |
| -Percent of revenues from local sources: | 37.0% |
| -Percent of revenues from state sources: | 56.5% |
| -Percent of revenues from federal sources: | 6.5% |
| -Local school taxing authority: | Indepen. |
| -Percent of state's elementary and secondary expenditures: | 19.5% |

## GOAL INDICATORS:

### *Goal 1: Readiness to Learn*

| | |
|---|---|
| 1. Data collected to assess readiness for kindergarten: | Yes [e] |
| 2. Percent of entering 1st graders with: | |
| -full day of kindergarten: | NA [f] |
| -half day of kindergarten: | NA |
| -no prior schooling: | NA |
| -undetermined: | NA |
| 3. Number of pre-kindergarten pupils per teacher: | 17.2 |
| 4. Number of kindergarten pupils per teacher: | 13.4 |
| 5. State requires early childhood staff credential: | Yes |
| 6. Percent of pre-kindergarten staff with early childhood credential: | 10.1% |
| 7. Percent of kindergarten staff credentialed as elementary school teachers: | 37.7% |
| 8. Schools with child care for infants of teen mothers: | Some |
| 9. Schools with parenting programs for adults: | Some |
| 10. Schools with parenting programs for teens: | Some |
| 11. Schools with programs for latchkey students: | All |

### *Goal 2: Increased Graduation Rates*

| | |
|---|---|
| 1. Total number of graduates: | 13,317 |
| 2. Annual dropout rate (1990-91): | 7.4% [g] |
| 3. Percent change in annual dropout rate (1988-91): | -16.9% |
| 4. 4-year dropout rate (1990-91): | NA |
| 5. Percent change in 4-year dropout rate (1988-91): | NA |
| 6. Attendance rate: | 93.3% |
| 7. Schools with adult education programs: | Some |
| 8. Schools with academic programs for teen moms: | Some |

### *Goal 3: Improved Academic Achievement*

| | |
|---|---|
| Reading: | |
| 1. Standardized test(s) administered: | SAT 8 [h] |
| 2. Percent of students scoring in bottom quarter: | 45.5% |
| 3. Percent of students scoring in top quarter: | 13.2% |
| 4. Percent of students scoring above national norm: | 30.5% |
| Math: | |
| 5. Standardized test(s) administered: | SAT 8 [h] |
| 6. Percent of students scoring in bottom quarter: | 41.6% |
| 7. Percent of students scoring in top quarter: | 16.1% |
| 8. Percent of students scoring above national norm | 34.8% |
| 9. Percent of 10th graders successfully completing first year algebra: | NA |
| 10. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate English: | NA |
| 11. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate Math: | NA |
| 12. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate Science: | NA |

# Dade County Public Schools

| | | |
|---|---|---|
| 13. | Schools with site-based management: | Some |
| 14. | Schools with magnet programs: | Some |
| 15. | Schools with public school choice: | All |
| 16. | Schools with alternative assessment programs: | Some |

## *Goal 4: Quality Teachers*

| | | |
|---|---|---|
| 1. | Total number of teachers: | 16,122 |
| 2. | Percent of English teachers fully certified: | 100.0% |
| 3. | Percent of Math teachers fully certified: | 100.0% |
| 4. | Percent of Science teachers fully certified: | 100.0% |
| 5. | Percent of teachers who are minority: | 48.8% |
| 6. | Average teacher salary: | $37,794 |
| 7. | Average class size: | NA |
| 8. | Schools with future teacher programs: | Some |
| 9. | Schools with teacher or staff in-service training in urban culture or race relations: | All |

## *Goal 5: Postsecondary Opportunities*

| | | |
|---|---|---|
| 1. | Percent of graduates: | |
| | -enrolled in postsecondary vocational programs: | 11.1% |
| | -enrolled in four-year colleges: | 28.7% |
| | -enrolled in two-year colleges: | 47.2% |
| | -performing military service: | NA |
| | -employed full-time: | NA |
| | -undetermined: | 13.0% |
| 2. | Schools with higher education awareness programs for middle school students: | None |
| 3. | Schools with voter registration programs: | All |
| 4. | Schools with community service programs: | Some |
| 5. | Schools with job training programs for youth: | Some |
| 6. | Schools with business collaboratives: | All |

## *Goal 6: Safe and Caring Environment*

| | | |
|---|---|---|
| 1. | Drug/alcohol incidents per 1,000 students: | 0.5 |
| 2. | Number of schools with health clinics: | 1 |
| 3. | Number of student visits to health clinics: | 1,100 |
| 4. | Schools with drug education programs: | All |
| 5. | Total amount of deferred maintenance (millions of dollars): | NA |
| 6. | Schools with HIV and STD prevention programs: | All |
| 7. | Schools with nutrition education programs: | All |
| 8. | Schools with programs for children of drug-addicted parents: | All |
| 9. | Schools with programs to reduce student suicide and stress: | None |
| 10. | Schools with programs to reduce crime and gangs: | All |
| 11. | Schools with pregnancy prevention programs: | All |
| 12. | Schools with programs for homeless children: | None |

NOTES:

[a] Population of Dade County, 1990; city of Miami population: 358,546.

[b] Eligible for services under PL94-142.

[c] Includes both instructional days in classroom plus other.

[d] Figure includes sum of all revenue from local, state, and federal sources (including capital outlay, debt service and prior year balance carryover) divided by PK-12 enrollment. Result is not equivalent or comparable to an average per pupil expenditure.

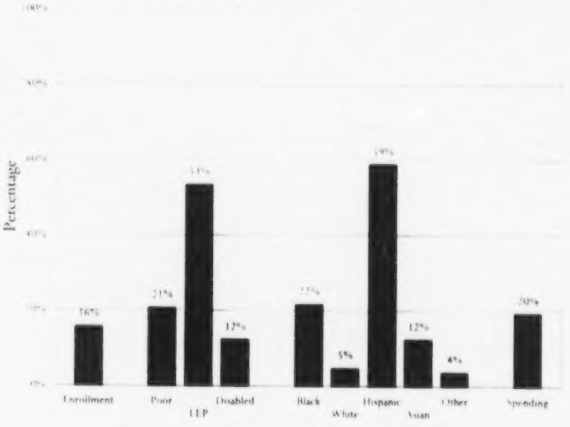
[e] Brigance Preschool Instrument is administered to students in Pre-K who are entering kindergarten. All students who are five years old can enter kindergarten. Students in Pre-K entering kindergarten who score low on the Brigance test are taught with remedial strategies.

[f] Almost all first graders have attended full-day kindergarten; precise figures unavailable.

[g] Dropout rate is number of grades 9-12 students who leave school for any reason, except death, before graduation or completion of a program of studies without transferring to another public or private school, divided by total enrollment in grades 9-12 of that year.

[h] Stanford Achievement Tests (SAT) for grades 1-8.

Dade County's Share of Florida Totals*



*Percentages are rounded to the nearest whole number.

# Dallas Independent School District

Size in nation: 10th

## STUDENT DEMOGRAPHICS:

| | |
|---|---|
| -Population of area served (1990): | 1,006,877 [a] |
| -Public school enrollment (1990-91): | 137,354 |
| -Enrollment as % of total area population: | 13.6% |
| -Enrollment as % of total 5-17 year old population: | 82.2% |
| -Percent change in enrollment (1980-1990): | 5.4% |
| -Percent of enrollment African-American: | 45.6% |
| -Percent of enrollment Hispanic: | 36.5% |
| -Percent of enrollment Asian or Pacific Islander: | 1.7% |
| -Percent of enrollment Native American or other: | 0.4% |
| -Percent of enrollment white: | 15.9% |
| -Percent of enrollment free or reduced price lunch: | 66.9% |
| -Percent of enrollment limited-English proficient: | 16.9% |
| -Percent of enrollment disabled: | 6.7% [b] |
| -Number of languages spoken: | 50 |
| -Percent of state's total enrollment: | 4.1% |
| -Percent of state's total school poor: | 7.7% |
| -Percent of state's total limited-English proficient: | 7.4% |
| -Percent of state's total disabled: | 3.1% |
| -Percent of state's total African-American: | 12.8% |
| -Percent of state's total Hispanic: | 4.4% |
| -Percent of state's total Asian or Pacific Islander: | 3.5% |
| -Percent of state's total Native American or other: | 8.1% |
| -Percent of state's total white: | 1.3% |

## DISTRICT CHARACTERISTICS:

| | |
|---|---|
| -Number of School Board members: | 9 |
| -How School Board is chosen: | Elected |
| -School Board term of office (years): | 3 |
| -Year current superintendent was hired: | 1988 |
| -Number of days teachers are on duty: | 185 [c] |
| -Teacher bargaining unit: | NA |
| -Total number of schools: | 198 |
| -Court order for desegregation: | Federal |

## FINANCES:

| | |
|---|---|
| -Bonded debt rating: | Aaa [d] |
| -Total revenues per student: | $4,371 [e] |
| -Percent of revenues from local sources: | 75.7% |
| -Percent of revenues from state sources: | 14.7% |
| -Percent of revenues from federal sources: | 9.6% |
| -Local school taxing authority: | Indepen |
| -Percent of state's elementary and secondary expenditures: | 1.4% |

## GOAL INDICATORS:

### *Goal 1: Readiness to Learn*

| | |
|---|---|
| 1. Data collected to assess readiness for kindergarten: | **Yes** [f] |
| 2. Percent of entering 1st graders with: | |
| -full day of kindergarten: | **86.8%** [g] |
| -half day of kindergarten: | **0.0%** [g] |
| -no prior schooling: | **4.9%** [g] |
| -undetermined: | **8.3%** [g] |
| 3. Number of pre-kindergarten pupils per teacher: | **17.6** [h] |
| 4. Number of kindergarten pupils per teacher: | **21.9** [i] |
| 5. State requires early childhood staff credential: | **Yes** |
| 6. Percent of pre-kindergarten staff with early childhood credential: | **100.0%** [h] |
| 7. Percent of kindergarten staff credentialed as elementary school teachers: | **100.0%** |
| 8. Schools with child care for infants of teen mothers: | **Some** |
| 9. Schools with parenting programs for adults: | **Some** |
| 10. Schools with parenting programs for teens: | **Some** |
| 11. Schools with programs for latchkey students: | **Some** |

### *Goal 2: Increased Graduation Rates*

| | |
|---|---|
| 1. Total number of graduates: | **5,263** |
| 2. Annual dropout rate (1990-91): | **8.4%** [j] |
| 3. Percent change in annual dropout rate (1988-91): | **-44.4%** |
| 4. 4-year dropout rate (1990-91): | **38.7%** [k] |
| 5. Percent change in 4-year dropout rate (1988-91): | **+5.4%** |
| 6. Attendance rate: | **93.2%** |
| 7. Schools with adult education programs: | **All** |
| 8. Schools with academic programs for teen moms: | **Some** |

### *Goal 3: Improved Academic Achievement*

| | |
|---|---|
| Reading: | |
| 1. Standardized test(s) administered: | **ITBS/TAP** [l] |
| 2. Percent of students scoring in bottom quarter: | **31.8%** |
| 3. Percent of students scoring in top quarter: | **13.8%** |
| 4. Percent of students scoring above national norm: | **36.2%** |
| Math: | |
| 5. Standardized test(s) administered: | **ITBS/TAP** [l] |
| 6. Percent of students scoring in bottom quarter: | **23.2%** |
| 7. Percent of students scoring in top quarter: | **25.9%** |
| 8. Percent of students scoring above national norm | **51.5%** |
| 9. Percent of 10th graders successfully completing first year algebra: | 37.0% [m] |
| 10. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate English: | 7.2% |
| 11. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate Math: | 3.4% |
| 12. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate Science: | 3.7% |

# Dallas Independent School District

| | |
|---|---|
| 13. Schools with site-based management: | Some |
| 14. Schools with magnet programs: | Some |
| 15. Schools with public school choice: | None |
| 16. Schools with alternative assessment programs: | All |

### *Goal 4: Quality Teachers*

| | |
|---|---|
| 1. Total number of teachers: | 8,400 |
| 2. Percent of English teachers fully certified: | NA |
| 3. Percent of Math teachers fully certified: | NA |
| 4. Percent of Science teachers fully certified: | NA |
| 5. Percent of teachers who are minority: | 49.6% [n] |
| 6. Average teacher salary: | $29,065 |
| 7. Average class size: | 28.0 [o] |
| 8. Schools with future teacher programs: | Some |
| 9. Schools with teacher or staff in-service training in urban culture or race relations: | All |

### *Goal 5: Postsecondary Opportunities*

| | |
|---|---|
| 1. Percent of graduates: | |
| -enrolled in postsecondary vocational programs: | 5.0% |
| -enrolled in four-year colleges: | 29.0% |
| -enrolled in two-year colleges: | 30.3% |
| -performing military service: | 5.1% |
| -employed full-time: | 18.7% |
| -undetermined: | 11.9% |
| 2. Schools with higher education awareness programs for middle school students: | All |
| 3. Schools with voter registration programs: | Some |
| 4. Schools with community service programs: | All |
| 5. Schools with job training programs for youth: | Some |
| 6. Schools with business collaboratives: | All |

### *Goal 6: Safe and Caring Environment*

| | |
|---|---|
| 1. Drug/alcohol incidents per 1,000 students: | 1.6 |
| 2. Number of schools with health clinics: | 198 |
| 3. Number of student visits to health clinics: | 666,636 |
| 4. Schools with drug education programs: | All |
| 5. Total amount of deferred maintenance (millions of dollars): | $85.8 |
| 6. Schools with HIV and STD prevention programs: | All |
| 7. Schools with nutrition education programs: | All |
| 8. Schools with programs for children of drug-addicted parents: | Some |
| 9. Schools with programs to reduce student suicide and stress: | All |
| 10. Schools with programs to reduce crime and gangs: | All |
| 11. Schools with pregnancy prevention programs: | Some |
| 12. Schools with programs for homeless children: | Some |

## NOTES:

a Population of the city of Dallas, 1990.

b Eligible for services under PL94-142.

c Includes both instructional days in classroom plus other.

d Aaa is the rating by Moody's. Standard and Poor's rating is AA+.

e Figure includes sum of all revenue from local, state, and federal sources divided by enrollment. Result is not equivalent or comparable to an average per pupil expenditure.

f District collects readiness data from transitional projects only.

g Figures based on count of previous year's kindergarten students. No records kept on prior schooling.

h Figure includes 130 teachers who teach 2 half day classes.

i Figure includes teachers only.

j A dropout is a student who does not hold a high school diploma or equivalent, who is absent from his/her enrolled school for 30 or more consecutive days, and whose attendance at another public or private school cannot be evidenced. The annual dropout rate is total number of dropouts divided by cumulative enrollment.

k The four year dropout rate is determined by dividing total number of dropouts from a 9th grade cohort by the cumulative number in the cohort minus transfers and withdrawals.

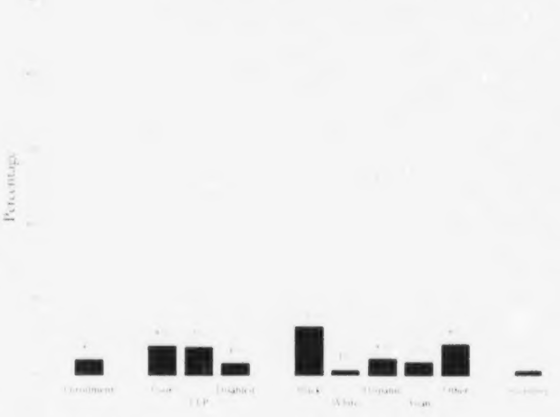
l Iowa Tests of Basic Skills (ITBS) for grades K-8; Tests of Achievement and Proficiency (TAP) for grade 10. (Some LEP students are exempted.)

m Students in 8th grade taking algebra are not included.

n African-American and Hispanic only.

o Data for grades 9-12, PK-4: 22; 5-6: 27; 7-8: 27.5.

Dallas' Share of Texas Totals*



*Percentages are rounded to the nearest whole number.

# Dayton Public Schools

Size in nation: 152nd

## STUDENT DEMOGRAPHICS:

| | |
|---|---|
| -Population of area served (1990): | 182,044 [a] |
| -Public school enrollment (1990-91): | 27,789 |
| -Enrollment as % of total area population: | 15.3% |
| -Enrollment as % of total 5-17 year old population: | 90.4% |
| -Percent change in enrollment (1980-1990): | -15.1% |
| -Percent of enrollment African-American: | 63.4% |
| -Percent of enrollment Hispanic: | 0.0% |
| -Percent of enrollment Asian or Pacific Islander: | 0.0% |
| -Percent of enrollment Native American or other: | 0.0% |
| -Percent of enrollment white: | 36.6% |
| -Percent of enrollment free or reduced price lunch: | 63.8% |
| -Percent of enrollment limited-English proficient: | 0.2% |
| -Percent of enrollment disabled: | 11.3% [b] |
| -Number of languages spoken: | NA |
| -Percent of state's total enrollment: | 1.6% |
| -Percent of state's total school poor: | 4.7% |
| -Percent of state's total limited-English proficient: | 0.7% |
| -Percent of state's total disabled: | 1.7% |
| -Percent of state's total African-American: | 7.0% |
| -Percent of state's total Hispanic: | NA |
| -Percent of state's total Asian or Pacific Islander: | NA |
| -Percent of state's total Native American or other: | NA |
| -Percent of state's total white: | 0.7% |

## DISTRICT CHARACTERISTICS:

| | |
|---|---|
| -Number of School Board members: | 7 |
| -How School Board is chosen: | Elected |
| -School Board term of office (years): | 3 |
| -Year current superintendent was hired: | 1991 |
| -Number of days teachers are on duty: | 185 [c] |
| -Teacher bargaining unit: | NEA |
| -Total number of schools: | 48 |
| -Court order for desegregation: | Federal |

## FINANCES:

| | |
|---|---|
| -Bonded debt rating: | NA |
| -Total revenues per student: | $6,399 [d] |
| -Percent of revenues from local sources: | 41.9% |
| -Percent of revenues from state sources: | 44.9% |
| -Percent of revenues from federal sources: | 13.2% |
| -Local school taxing authority: | Indepen |
| -Percent of state's elementary and secondary expenditures: | 2.0% |

## GOAL INDICATORS:

### *Goal 1: Readiness to Learn*

| | |
|---|---|
| 1. Data collected to assess readiness for kindergarten: | Yes |
| 2. Percent of entering 1st graders with: | |
| -full day of kindergarten: | 21.1% |
| -half day of kindergarten: | 78.8% |
| -no prior schooling: | 0.1% |
| -undetermined: | 0.0% |
| 3. Number of pre-kindergarten pupils per teacher: | 15.0 |
| 4. Number of kindergarten pupils per teacher: | 26.0 |
| 5. State requires early childhood staff credential: | Yes |
| 6. Percent of pre-kindergarten staff with early childhood credential: | 100.0% |
| 7. Percent of kindergarten staff credentialed as elementary school teachers: | 90.0% |
| 8. Schools with child care for infants of teen mothers: | Some |
| 9. Schools with parenting programs for adults: | Some |
| 10. Schools with parenting programs for teens: | Some |
| 11. Schools with programs for latchkey students: | NA |

### *Goal 2: Increased Graduation Rates*

| | |
|---|---|
| 1. Total number of graduates: | 984 |
| 2. Annual dropout rate (1990-91): | 4.9% |
| 3. Percent change in annual dropout rate (1988-91): | NA |
| 4. 4-year dropout rate (1990-91): | NA |
| 5. Percent change in 4-year dropout rate (1988-91): | NA |
| 6. Attendance rate: | 88.0% |
| 7. Schools with adult education programs: | Some |
| 8. Schools with academic programs for teen moms: | Some |

### *Goal 3: Improved Academic Achievement*

| | |
|---|---|
| Reading: | |
| 1. Standardized test(s) administered: | CAT [e] |
| 2. Percent of students scoring in bottom quarter: | 30.0% |
| 3. Percent of students scoring in top quarter: | 15.0% |
| 4. Percent of students scoring above national norm: | 37.0% |
| Math: | |
| 5. Standardized test(s) administered: | CAT [e] |
| 6. Percent of students scoring in bottom quarter: | 29.0% |
| 7. Percent of students scoring in top quarter: | 20.0% |
| 8. Percent of students scoring above national norm | 42.0% |
| 9. Percent of 10th graders successfully completing first year algebra: | 60.0% |
| 10. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate English: | 3.4% |
| 11. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate Math: | 1.0% |
| 12. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate Science: | 1.5% |

# Dayton Public Schools

| | |
|---|---|
| 13. Schools with site-based management: | Some |
| 14. Schools with magnet programs: | Some |
| 15. Schools with public school choice: | None |
| 16. Schools with alternative assessment programs: | None |

### *Goal 4: Quality Teachers*

| | |
|---|---|
| 1. Total number of teachers: | 1,834 |
| 2. Percent of English teachers fully certified: | 100.0% |
| 3. Percent of Math teachers fully certified: | 100.0% |
| 4. Percent of Science teachers fully certified: | 100.0% |
| 5. Percent of teachers who are minority: | 38.0% |
| 6. Average teacher salary: | $33,739 |
| 7. Average class size: | 22.0 |
| 8. Schools with future teacher programs: | Some |
| 9. Schools with teacher or staff in-service training in urban culture or race relations: | All |

### *Goal 5: Postsecondary Opportunities*

| | |
|---|---|
| 1. Percent of graduates: | |
| -enrolled in postsecondary vocational programs: | 5.0% |
| -enrolled in four-year colleges: | 34.0% |
| -enrolled in two-year colleges: | 15.0% |
| -performing military service: | 7.0% |
| -employed full-time: | 14.0% |
| -undetermined: | 25.0% |
| 2. Schools with higher education awareness programs for middle school students: | All |
| 3. Schools with voter registration programs: | All |
| 4. Schools with community service programs: | Some |
| 5. Schools with job training programs for youth: | Some |
| 6. Schools with business collaboratives: | Some |

### *Goal 6: Safe and Caring Environment*

| | |
|---|---|
| 1. Drug/alcohol incidents per 1,000 students: | 4.0 |
| 2. Number of schools with health clinics: | 48 |
| 3. Number of student visits to health clinics: | 68,536 |
| 4. Schools with drug education programs: | All |
| 5. Total amount of deferred maintenance (millions of dollars): | $2.0 |
| 6. Schools with HIV and STD prevention programs: | All |
| 7. Schools with nutrition education programs: | All |
| 8. Schools with programs for children of drug-addicted parents: | NA |
| 9. Schools with programs to reduce student suicide and stress: | All |
| 10. Schools with programs to reduce crime and gangs: | All |
| 11. Schools with pregnancy prevention programs: | All |
| 12. Schools with programs for homeless children: | All |

NOTES:

a Population of the city of Atlanta, 1990.

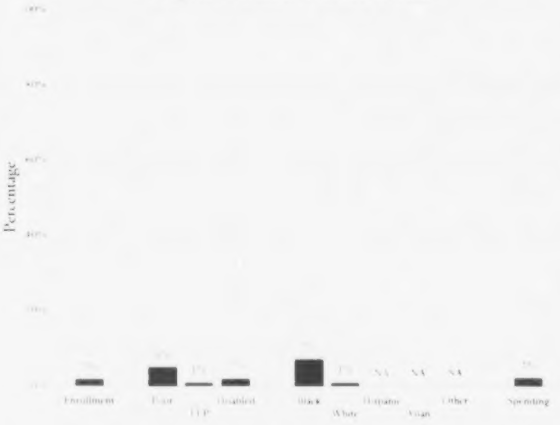
b Eligible for services under PL94-142.

c Includes both instructional days in classroom plus other.

d Figure includes sum of all revenue from local, state, and federal sources divided by enrollment. Result is not equivalent or comparable to an average per pupil expenditure.

e California Achievement Tests (CAT), 1985.

Dayton's Share of Ohio Totals*



*Percentages are rounded to the nearest whole number

# Denver Public Schools

Size in nation: 55th

## STUDENT DEMOGRAPHICS:

| | |
|---|---|
| -Population of area served (1990): | 467,610 [a] |
| -Public school enrollment (1990-91): | 59,085 |
| -Enrollment as % of total area population: | 12.6% |
| -Enrollment as % of total 5-17 year old population: | 89.3% |
| -Percent change in enrollment (1980-1990): | -8.2% |
| -Percent of enrollment African-American: | 21.8% |
| -Percent of enrollment Hispanic: | 39.4% |
| -Percent of enrollment Asian or Pacific Islander: | 3.6% |
| -Percent of enrollment Native American or other: | 1.4% |
| -Percent of enrollment white: | 33.8% |
| -Percent of enrollment free or reduced price lunch: | 39.0% |
| -Percent of enrollment limited-English proficient: | 17.3% |
| -Percent of enrollment disabled: | 9.6% [b] |
| -Number of languages spoken: | 89 |
| -Percent of state's total enrollment: | 10.3% |
| -Percent of state's total school poor: | 18.8% |
| -Percent of state's total limited-English proficient: | 59.5% |
| -Percent of state's total disabled: | 11.4% |
| -Percent of state's total African-American: | 43.2% |
| -Percent of state's total Hispanic: | 24.9% |
| -Percent of state's total Asian or Pacific Islander: | 15.9% |
| -Percent of state's total Native American or other: | 16.3% |
| -Percent of state's total white: | 4.6% |

## DISTRICT CHARACTERISTICS:

| | |
|---|---|
| -Number of School Board members: | 7 |
| -How School Board is chosen: | Elected |
| -School Board term of office (years): | 6 |
| -Year current superintendent was hired: | 1990 |
| -Number of days teachers are on duty: | 183 [c] |
| -Teacher bargaining unit: | NEA |
| -Total number of schools: | 114 |
| -Court order for desegregation: | Federal |

## FINANCES:

| | |
|---|---|
| -Bonded debt rating: | Aaa |
| -Total revenues per student: | $6.582 [d] |
| -Percent of revenues from local sources: | 70.0% |
| -Percent of revenues from state sources: | 23.3% |
| -Percent of revenues from federal sources: | 6.7% |
| -Local school taxing authority: | Indepen. |
| -Percent of state's elementary and secondary expenditures: | 9.0% |

## GOAL INDICATORS:

### *Goal 1: Readiness to Learn*

| | |
|---|---|
| 1. Data collected to assess readiness for kindergarten: | Yes [e] |
| 2. Percent of entering 1st graders with: | |
| -full day of kindergarten: | 2.0% [f] |
| -half day of kindergarten: | 92.1% |
| -no prior schooling: | 0.0% |
| -undetermined: | 5.9% |
| 3. Number of pre-kindergarten pupils per teacher: | 35.3 [g] |
| 4. Number of kindergarten pupils per teacher: | 40.3 [g] |
| 5. State requires early childhood staff credential: | No |
| 6. Percent of pre-kindergarten staff with early childhood credential: | 51.7% |
| 7. Percent of kindergarten staff credentialed as elementary school teachers: | 100.0% |
| 8. Schools with child care for infants of teen mothers: | Some |
| 9. Schools with parenting programs for adults: | Some |
| 10. Schools with parenting programs for teens: | Some |
| 11. Schools with programs for latchkey students: | Some |

### *Goal 2: Increased Graduation Rates*

| | |
|---|---|
| 1. Total number of graduates: | 2,685 |
| 2. Annual dropout rate (1990-91): | 6.8% |
| 3. Percent change in annual dropout rate (1988-91): | -17.1% |
| 4. 4-year dropout rate (1990-91): | NA |
| 5. Percent change in 4-year dropout rate (1988-91): | NA |
| 6. Attendance rate: | 87.9% |
| 7. Schools with adult education programs: | Some |
| 8. Schools with academic programs for teen moms: | Some |

### *Goal 3: Improved Academic Achievement*

| | |
|---|---|
| Reading: | |
| 1. Standardized test(s) administered: | ITBS/TAP [h] |
| 2. Percent of students scoring in bottom quarter: | 38.1% |
| 3. Percent of students scoring in top quarter: | 16.0% |
| 4. Percent of students scoring above national norm: | 35.2% |
| Math: | |
| 5. Standardized test(s) administered: | ITBS/TAP [h] |
| 6. Percent of students scoring in bottom quarter: | 37.4% |
| 7. Percent of students scoring in top quarter: | 17.4% |
| 8. Percent of students scoring above national norm | 38.0% |
| 9. Percent of 10th graders successfully completing first year algebra: | NA |
| 10. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate English: | 22.0% [i] |
| 11. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate Math: | 10.1% [i] |
| 12. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate Science: | 13.6% [i] |

# Denver Public Schools

| | |
|---|---|
| 13. Schools with site-based management: | All |
| 14. Schools with magnet programs: | Some |
| 15. Schools with public school choice: | Some |
| 16. Schools with alternative assessment programs: | Some |

### *Goal 4: Quality Teachers*

| | |
|---|---|
| 1. Total number of teachers: | 3,721 |
| 2. Percent of English teachers fully certified: | NA |
| 3. Percent of Math teachers fully certified: | NA |
| 4. Percent of Science teachers fully certified: | NA |
| 5. Percent of teachers who are minority: | 24.5% |
| 6. Average teacher salary: | $35,303 |
| 7. Average class size: | NA |
| 8. Schools with future teacher programs: | All |
| 9. Schools with teacher or staff in-service training in urban culture or race relations: | All |

### *Goal 5: Postsecondary Opportunities*

| | |
|---|---|
| 1. Percent of graduates: | |
| -enrolled in postsecondary vocational programs: | 7.8% |
| -enrolled in four-year colleges: | 49.6% |
| -enrolled in two-year colleges: | 13.0% |
| -performing military service: | 3.5% |
| -employed full-time: | 9.7% |
| -undetermined: | 16.4% |
| 2. Schools with higher education awareness programs for middle school students: | Some |
| 3. Schools with voter registration programs: | All |
| 4. Schools with community service programs: | All |
| 5. Schools with job training programs for youth: | All |
| 6. Schools with business collaboratives: | All |

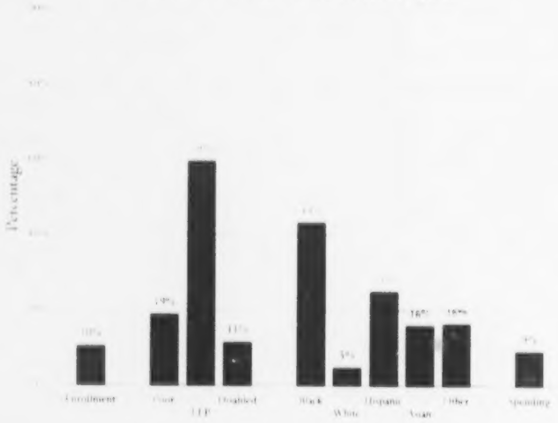
### *Goal 6: Safe and Caring Environment*

| | |
|---|---|
| 1. Drug/alcohol incidents per 1,000 students: | NA |
| 2. Number of schools with health clinics: | 114 |
| 3. Number of student visits to health clinics: | 154,486 |
| 4. Schools with drug education programs: | Some |
| 5. Total amount of deferred maintenance (millions of dollars): | $33.4 |
| 6. Schools with HIV and STD prevention programs: | All |
| 7. Schools with nutrition education programs: | Some |
| 8. Schools with programs for children of drug-addicted parents: | None |
| 9. Schools with programs to reduce student suicide and stress: | All |
| 10. Schools with programs to reduce crime and gangs: | All |
| 11. Schools with pregnancy prevention programs: | Some |
| 12. Schools with programs for homeless children: | Some |

NOTES:

- a Population of the city of Denver, 1990.
- b Eligible for services under PL94-142.
- c Includes both instructional days in classroom plus other.
- d Figure includes sum of all revenue from local, state, and federal sources divided by enrollment. Result is not equivalent or comparable to an average per pupil expenditure.
- e Students must be 5 years old on or before September 15 of the current school year. Students turning 5 between September 16 and November 15 may be evaluated for kindergarten readiness, if requested by parents.
- f Full day total is included in district count.
- g Figures do not include paraprofessionals or instructional aids.
- h Iowa Tests of Basic Skills (ITBS) for grades K-8; Tests of Achievement and Proficiency (TAP) for grades 9-11.
- i Figures are a combination of Advanced Placement and International Baccalaureate.
- j Refers to the number of health offices.

Denver's Share of Colorado Totals*



*Percentages are rounded to the nearest whole number

# Detroit Public Schools

Size in nation: 7th

## STUDENT DEMOGRAPHICS:

| | |
|---|---|
| -Population of area served (1990): | 1,027,974 [a] |
| -Public school enrollment (1990-91): | 174,796 |
| -Enrollment as % of total area population: | 17.0% |
| -Enrollment as % of total 5-17 year old population: | 85.7% |
| -Percent change in enrollment (1980-1990): | -13.8% |
| -Percent of enrollment African-American: | 88.6% |
| -Percent of enrollment Hispanic: | 2.4% |
| -Percent of enrollment Asian or Pacific Islander: | 0.7% |
| -Percent of enrollment Native American or other: | 0.3% |
| -Percent of enrollment white: | 8.0% |
| -Percent of enrollment free or reduced price lunch: | 58.4% |
| -Percent of enrollment limited-English proficient: | 2.6% |
| -Percent of enrollment disabled: | 8.5% [b] |
| -Number of languages spoken: | 9 |
| -Percent of state's total enrollment: | 11.0% |
| -Percent of state's total school poor: | 32.1% |
| -Percent of state's total limited-English proficient: | 12.4% |
| -Percent of state's total disabled: | 10.5% |
| -Percent of state's total African-American: | 55.3% |
| -Percent of state's total Hispanic: | 11.6% |
| -Percent of state's total Asian or Pacific Islander: | 6.7% |
| -Percent of state's total Native American or other: | 3.1% |
| -Percent of state's total white: | 1.1% |

## DISTRICT CHARACTERISTICS:

| | |
|---|---|
| -Number of School Board members: | 11 |
| -How School Board is chosen: | Elected |
| -School Board term of office (years): | 4 |
| -Year current superintendent was hired: | 1991 |
| -Number of days teachers are on duty: | 195 [c] |
| -Teacher bargaining unit: | AFT |
| -Total number of schools: | 248 |
| -Court order for desegregation: | Unitary |

## FINANCES:

| | |
|---|---|
| -Bonded debt rating: | A1 |
| -Total revenues per student: | $5,440 [d] |
| -Percent of revenues from local sources: | 29.3% |
| -Percent of revenues from state sources: | 59.7% |
| -Percent of revenues from federal sources: | 11.1% |
| -Local school taxing authority: | Indepen. |
| -Percent of state's elementary and secondary expenditures: | 19.5% |

## GOAL INDICATORS:

### *Goal 1: Readiness to Learn*

| | |
|---|---|
| 1. Data collected to assess readiness for kindergarten: | Yes [e] |
| 2. Percent of entering 1st graders with: | |
| -full day of kindergarten: | 15.5% |
| -half day of kindergarten: | 72.8% |
| -no prior schooling: | 0.0% |
| -undetermined: | 11.7% |
| 3. Number of pre-kindergarten pupils per teacher: | 19.0 [f] |
| 4. Number of kindergarten pupils per teacher: | 30.3 [g] |
| 5. State requires early childhood staff credential: | Yes |
| 6. Percent of pre-kindergarten staff with early childhood credential: | 49.7% |
| 7. Percent of kindergarten staff credentialed as elementary school teachers: | 77.4% |
| 8. Schools with child care for infants of teen mothers: | Some |
| 9. Schools with parenting programs for adults: | All |
| 10. Schools with parenting programs for teens: | All |
| 11. Schools with programs for latchkey students: | Some |

### *Goal 2: Increased Graduation Rates*

| | |
|---|---|
| 1. Total number of graduates: | 7,395 |
| 2. Annual dropout rate (1990-91): | NA [h] |
| 3. Percent change in annual dropout rate (1988-91): | NA |
| 4. 4-year dropout rate (1989-90): | 36.8% [i] |
| 5. Percent change in 4-year dropout rate (1988-91): | -5.0% |
| 6. Attendance rate: | 90.0% |
| 7. Schools with adult education programs: | Some |
| 8. Schools with academic programs for teen moms: | Some |

### *Goal 3: Improved Academic Achievement*

| | |
|---|---|
| Reading: | |
| 1. Standardized test(s) administered: | CAT [j] |
| 2. Percent of students scoring in bottom quarter: | 31.4% |
| 3. Percent of students scoring in top quarter: | 18.7% |
| 4. Percent of students scoring above national norm: | 40.9% |
| Math: | |
| 5. Standardized test(s) administered: | CAT [j] |
| 6. Percent of students scoring in bottom quarter: | 31.1% |
| 7. Percent of students scoring in top quarter: | 21.9% |
| 8. Percent of students scoring above national norm | 43.4% |
| 9. Percent of 10th graders successfully completing first year algebra: | 27.1% [k] |
| 10. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate English: | 2.5% |
| 11. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate Math: | 1.0% |
| 12. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate Science: | NA |

# Detroit Public Schools

| | | |
|---|---|---|
| 13. Schools with site-based management: | Some | |
| 14. Schools with magnet programs: | Some | |
| 15. Schools with public school choice: | Some | |
| 16. Schools with alternative assessment programs: | Some | |

### *Goal 4: Quality Teachers*

| | | |
|---|---|---|
| 1. Total number of teachers: | 9,273 | |
| 2. Percent of English teachers fully certified: | NA | |
| 3. Percent of Math teachers fully certified: | NA | |
| 4. Percent of Science teachers fully certified: | NA | |
| 5. Percent of teachers who are minority: | 61.4% | |
| 6. Average teacher salary: | $36,929 | |
| 7. Average class size: | 35.0 | l |
| 8. Schools with future teacher programs: | All | |
| 9. Schools with teacher or staff in-service training in urban culture or race relations: | All | |

### *Goal 5: Postsecondary Opportunities*

| | | |
|---|---|---|
| 1. Percent of graduates: | | |
| -enrolled in postsecondary vocational programs: | 5.2% | |
| -enrolled in four-year colleges: | 11.1% | |
| -enrolled in two-year colleges: | 2.2% | |
| -performing military service: | 0.8% | |
| -employed full-time: | 19.4% | m |
| -undetermined: | 61.3% | |
| 2. Schools with higher education awareness programs for middle school students: | Some | |
| 3. Schools with voter registration programs: | Some | |
| 4. Schools with community service programs: | All | |
| 5. Schools with job training programs for youth: | All | |
| 6. Schools with business collaboratives: | All | |

### *Goal 6: Safe and Caring Environment*

| | | |
|---|---|---|
| 1. Drug/alcohol incidents per 1,000 students: | 0.6 | |
| 2. Number of schools with health clinics: | 3 | n |
| 3. Number of student visits to health clinics: | 5,155 | |
| 4. Schools with drug education programs: | All | |
| 5. Total amount of deferred maintenance (millions of dollars): | $580.0 | o |
| 6. Schools with HIV and STD prevention programs: | All | |
| 7. Schools with nutrition education programs: | All | |
| 8. Schools with programs for children of drug-addicted parents: | NA | |
| 9. Schools with programs to reduce student suicide and stress: | Some | |
| 10. Schools with programs to reduce crime and gangs: | All | |
| 11. Schools with pregnancy prevention programs: | Some | |
| 12. Schools with programs for homeless children: | Some | |

NOTES:

a Population of the city of Detroit, 1990.

b Eligible for services under PL94-142.

c Includes both instructional days in classroom plus other.

d Figure includes sum of all revenue from local, state, and federal sources divided by enrollment. Result is not equivalent or comparable to an average per pupil expenditure.

e Brigance Kindergarten SCREEN. Students scoring low are placed in Extended Day Kindergarten (EDK) classrooms.

f Data based on 154 Headstart and preschool teachers; 156 paraprofessionals not included.

g Data include 325 teachers and 95 paraprofessionals.

h District reports a decline of 38.8% in the annual dropout rate between 1985-86 and 1989-90.

i Detroit studies indicate that: 1) about 50% of an entering 9th grade class will graduate four years later (i.e. on schedule); 2) about 40% of the students will drop out within four years; and 3) the remaining 10% either earned a GED certificate or were still pursuing a high school diploma.

j California Achievement Tests (CAT) for grades K-12.

k Number indicates students who have sucessfully completed one year of Secondary Algebra.

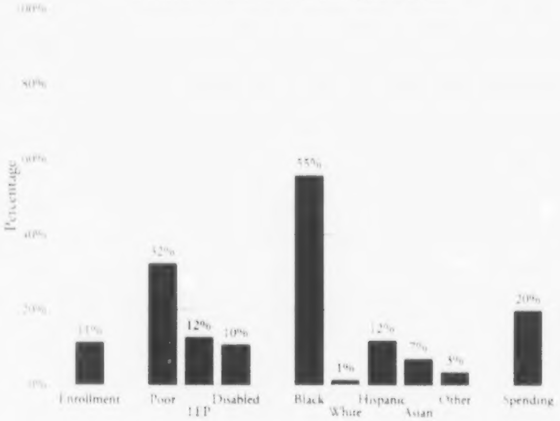
l Data for middle and high schools; elementary grades: 34.

m Data are for 1988-89 school year. Data on number employed also include those who may be attending school. Data based on 1,597 graduates.

n Two high schools and one middle school.

o Figure includes repair needs for 250 schools.

Detroit's Share of Michigan Totals*



*Percentages are rounded to the nearest whole number

# Duval County Public Schools

Size in nation: 15th

## STUDENT DEMOGRAPHICS:

| | |
|---|---|
| -Population of area served (1990): | 672,971 [a] |
| -Public school enrollment (1990-91): | 115,589 |
| -Enrollment as % of total area population: | 17.2% |
| -Enrollment as % of total 5-17 year old population: | NA |
| -Percent change in enrollment (1980-1990): | +14.5% |
| -Percent of enrollment African-American: | 36.3% |
| -Percent of enrollment Hispanic: | 1.7% |
| -Percent of enrollment Asian or Pacific Islander: | 2.4% |
| -Percent of enrollment Native American or other: | 0.1% |
| -Percent of enrollment white: | 59.4% |
| -Percent of enrollment free or reduced price lunch: | 36.3% |
| -Percent of enrollment limited-English proficient: | 0.4% |
| -Percent of enrollment disabled: | 16.7% [b] |
| -Number of languages spoken: | NA |
| -Percent of state's total enrollment: | 6.2% |
| -Percent of state's total school poor: | 6.6% |
| -Percent of state's total limited-English proficient: | 0.5% |
| -Percent of state's total disabled: | 9.2% |
| -Percent of state's total African-American: | 9.2% |
| -Percent of state's total Hispanic: | 0.9% |
| -Percent of state's total Asian or Pacific Islander: | 9.8% |
| -Percent of state's total Native American or other: | 4.5% |
| -Percent of state's total white: | 5.9% |

## DISTRICT CHARACTERISTICS:

| | |
|---|---|
| -Number of School Board members: | 7 |
| -How School Board is chosen: | Elected |
| -School Board term of office (years): | 4 |
| -Year current superintendent was hired: | 1989 |
| -Number of days teachers are on duty: | 196 [c] |
| -Teacher bargaining unit: | AFT |
| -Total number of schools: | 150 |
| -Court order for desegregation: | Federal |

## FINANCES:

| | |
|---|---|
| -Bonded debt rating: | A1 |
| -Total revenues per student: | $6,880 [d] |
| -Percent of revenues from local sources: | 52.2% |
| -Percent of revenues from state sources: | 42.7% |
| -Percent of revenues from federal sources: | 5.2% |
| -Local school taxing authority: | Indepen. |
| -Percent of state's elementary and secondary expenditures: | 6.1% |

## GOAL INDICATORS:

### *Goal 1: Readiness to Learn*

| | |
|---|---|
| 1. Data collected to assess readiness for kindergarten: | NA |
| 2. Percent of entering 1st graders with: | |
| -full day of kindergarten: | 100.0% |
| -half day of kindergarten: | 0.0% |
| -no prior schooling: | 0.0% |
| -undetermined: | 0.0% |
| 3. Number of pre-kindergarten pupils per teacher: | 16.6 [e] |
| 4. Number of kindergarten pupils per teacher: | 27.0 |
| 5. State requires early childhood staff credential: | Yes |
| 6. Percent of pre-kindergarten staff with early childhood credential: | 100.0% |
| 7. Percent of kindergarten staff credentialed as elementary school teachers: | 15.0% |
| 8. Schools with child care for infants of teen mothers: | Some [f] |
| 9. Schools with parenting programs for adults: | Some [g] |
| 10. Schools with parenting programs for teens: | Some [f, g] |
| 11. Schools with programs for latchkey students: | Some [g] |

### *Goal 2: Increased Graduation Rates*

| | |
|---|---|
| 1. Total number of graduates: | 4,623 |
| 2. Annual dropout rate (1990-91): | 9.4% |
| 3. Percent change in annual dropout rate (1988-91): | +15.6% |
| 4. 4-year dropout rate (1990-91): | 13.1% |
| 5. Percent change in 4-year dropout rate (1988-91): | +24.8% |
| 6. Attendance rate: | NA |
| 7. Schools with adult education programs: | Some |
| 8. Schools with academic programs for teen moms: | All |

### *Goal 3: Improved Academic Achievement*

| | |
|---|---|
| Reading: | |
| 1. Standardized test(s) administered: | CTBS [h] |
| 2. Percent of students scoring in bottom quarter: | 16.7% |
| 3. Percent of students scoring in top quarter: | 26.3% |
| 4. Percent of students scoring above national norm: | 55.2% |
| Math: | |
| 5. Standardized test(s) administered: | CTBS [h] |
| 6. Percent of students scoring in bottom quarter: | 16.6% |
| 7. Percent of students scoring in top quarter: | 32.0% |
| 8. Percent of students scoring above national norm | 57.8% |
| 9. Percent of 10th graders successfully completing first year algebra: | NA |
| 10. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate English: | 5.6% |
| 11. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate Math: | 4.3% |
| 12. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate Science: | 5.7% |

# Duval County Public Schools

| | | |
|---|---|---|
| 13. Schools with site-based management: | All | |
| 14. Schools with magnet programs: | Some | |
| 15. Schools with public school choice: | All | |
| 16. Schools with alternative assessment programs: | All | |

### *Goal 4: Quality Teachers*

| | | |
|---|---|---|
| 1. Total number of teachers: | 6,485 | |
| 2. Percent of English teachers fully certified: | 100.0% | |
| 3. Percent of Math teachers fully certified: | 100.0% | |
| 4. Percent of Science teachers fully certified: | 100.0% | |
| 5. Percent of teachers who are minority: | 26.5% | |
| 6. Average teacher salary: | $29,103 | |
| 7. Average class size: | NA | |
| 8. Schools with future teacher programs: | Some | |
| 9. Schools with teacher or staff in-service training in urban culture or race relations: | Some | i |

### *Goal 5: Postsecondary Opportunities*

| | | |
|---|---|---|
| 1. Percent of graduates: | | |
| -enrolled in postsecondary vocational programs: | 4.3% | |
| -enrolled in four-year colleges: | 25.9% | |
| -enrolled in two-year colleges: | 42.9% | |
| -performing military service: | 5.7% | |
| -employed full-time: | 6.7% | j |
| -undetermined: | 14.7% | |
| 2. Schools with higher education awareness programs for middle school students: | Some | |
| 3. Schools with voter registration programs: | Some | g |
| 4. Schools with community service programs: | Some | g |
| 5. Schools with job training programs for youth: | Some | |
| 6. Schools with business collaboratives: | All | |

### *Goal 6: Safe and Caring Environment*

| | | |
|---|---|---|
| 1. Drug/alcohol incidents per 1,000 students: | 1.2 | |
| 2. Number of schools with health clinics: | 0 | |
| 3. Number of student visits to health clinics: | NA | |
| 4. Schools with drug education programs: | All | |
| 5. Total amount of deferred maintenance (millions of dollars): | NA | |
| 6. Schools with HIV and STD prevention programs: | All | |
| 7. Schools with nutrition education programs: | All | |
| 8. Schools with programs for children of drug-addicted parents: | Some | k |
| 9. Schools with programs to reduce student suicide and stress: | All | |
| 10. Schools with programs to reduce crime and gangs: | All | |
| 11. Schools with pregnancy prevention programs: | All | |
| 12. Schools with programs for homeless children: | Some | l |

NOTES:

a Population of Duval County rather than the city of Jacksonville, 1990.

b Eligible for services under PL94-142.

c Includes both instructional days in classroom plus other.

d Figure includes sum of all revenue from local, state, and federal sources divided by enrollment. Result is not equivalent or comparable to an average per pupil expenditure.

e Pre-kindergarten is a half-day program. A teacher provides instruction for 33.3 students per day.

f Students from any school can participate.

g Parenting programs are offered through Community Schools along with adult education programs and voter registration.

h Comprehensive Tests of Basic Skills (CTBS) for grades 1-9.

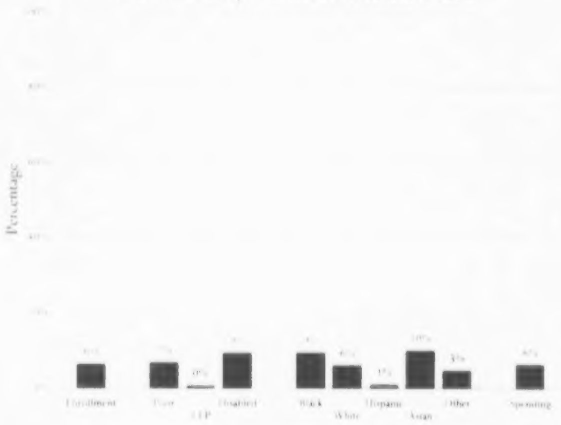
i All teachers and staff are provided in-service training through the Staff Development Department. Some schools, however, initiate their own training programs.

j Data based on survey responses. 1,981 others pursued part-time college and work; and 199 had other plans.

k "Zeroing in on prevention" counselors meet with identified students to provide counseling and referral services.

l District social workers facilitate the provision of services through collaboration with community organizations.

Duval County's Share of Florida Totals*



*Percentages are rounded to the nearest whole number

# East Baton Rouge Parish Schools

Size in nation: 51st

## STUDENT DEMOGRAPHICS:

| | |
|---|---|
| -Population of area served (1990): | 380,105 [a] |
| -Public school enrollment (1990-91): | 59,824 |
| -Enrollment as % of total area population: | 15.7% |
| -Enrollment as % of total 5-17 year old population: | 81.1% |
| -Percent change in enrollment (1980-1990): | -7.1% |
| | |
| -Percent of enrollment African-American: | 55.3% |
| -Percent of enrollment Hispanic: | 0.3% |
| -Percent of enrollment Asian or Pacific Islander: | 1.5% |
| -Percent of enrollment Native American or other: | 0.1% |
| -Percent of enrollment white: | 42.8% |
| | |
| -Percent of enrollment free or reduced price lunch: | 58.4% |
| -Percent of enrollment limited-English proficient: | 0.8% |
| -Percent of enrollment disabled: | 3.8% [b] |
| -Number of languages spoken: | 7 |
| | |
| -Percent of state's total enrollment: | 7.8% |
| -Percent of state's total school poor: | 8.7% |
| -Percent of state's total limited-English proficient: | 5.8% |
| -Percent of state's total disabled: | 15.9% |
| -Percent of state's total African-American: | 9.7% |
| -Percent of state's total Hispanic: | 1.9% |
| -Percent of state's total Asian or Pacific Islander: | 10.9% |
| -Percent of state's total Native American or other: | 1.4% |
| -Percent of state's total white: | 6.3% |

## DISTRICT CHARACTERISTICS:

| | |
|---|---|
| -Number of School Board members: | 12 |
| -How School Board is chosen: | Elected |
| -School Board term of office (years): | 4 |
| -Year current superintendent was hired: | 1987 |
| -Number of days teachers are on duty: | 180 [c] |
| -Teacher bargaining unit: | NA [d] |
| -Total number of schools: | 102 |
| -Court order for desegregation: | NA |

## FINANCES:

| | |
|---|---|
| -Bonded debt rating: | A |
| -Total revenues per student: | $4,133 [e] |
| -Percent of revenues from local sources: | 34.3% |
| -Percent of revenues from state sources: | 56.3% |
| -Percent of revenues from federal sources: | 9.4% |
| -Local school taxing authority: | Indepen. |
| -Percent of state's elementary and secondary expenditures: | 8.3% |

## GOAL INDICATORS:

### *Goal 1: Readiness to Learn*

| | |
|---|---|
| 1. Data collected to assess readiness for kindergarten: | Yes [f] |
| 2. Percent of entering 1st graders with: | |
| -full day of kindergarten: | 100.0% |
| -half day of kindergarten: | 0.0% |
| -no prior schooling: | 0.0% |
| -undetermined: | 0.0% |
| 3. Number of pre-kindergarten pupils per teacher: | 0.0 |
| 4. Number of kindergarten pupils per teacher: | 22.9 |
| 5. State requires early childhood staff credential: | Yes |
| 6. Percent of pre-kindergarten staff with early childhood credential: | 100.0% |
| 7. Percent of kindergarten staff credentialed as elementary school teachers: | 100.9% |
| 8. Schools with child care for infants of teen mothers: | None |
| 9. Schools with parenting programs for adults: | None |
| 10. Schools with parenting programs for teens: | Some |
| 11. Schools with programs for latchkey students: | Some |

### *Goal 2: Increased Graduation Rates*

| | |
|---|---|
| 1. Total number of graduates: | 2,753 |
| 2. Annual dropout rate (1990-91): | NA |
| 3. Percent change in annual dropout rate (1988-91): | NA |
| 4. 4-year dropout rate (1990-91): | NA |
| 5. Percent change in 4-year dropout rate (1988-91): | NA |
| 6. Attendance rate: | NA |
| 7. Schools with adult education programs: | Some |
| 8. Schools with academic programs for teen moms: | Some |

### *Goal 3: Improved Academic Achievement*

| | |
|---|---|
| Reading: | |
| 1. Standardized test(s) administered: | CAT [g] |
| 2. Percent of students scoring in bottom quarter: | 21.4% |
| 3. Percent of students scoring in top quarter: | 16.2% |
| 4. Percent of students scoring above national norm: | 43.6% |
| Math: | |
| 5. Standardized test(s) administered: | CAT [g] |
| 6. Percent of students scoring in bottom quarter: | 21.3% |
| 7. Percent of students scoring in top quarter: | 22.1% |
| 8. Percent of students scoring above national norm | 47.3% |
| | |
| 9. Percent of 10th graders successfully completing first year algebra: | 68.3% |
| 10. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate English: | 2.7% |
| 11. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate Math: | 1.0% |
| 12. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate Science: | 0.9% |

# East Baton Rouge Parish Schools

| | |
|---|---|
| 13. Schools with site-based management: | All |
| 14. Schools with magnet programs: | Some |
| 15. Schools with public school choice: | Some |
| 16. Schools with alternative assessment programs: | Some |

### *Goal 4: Quality Teachers*

| | |
|---|---|
| 1. Total number of teachers: | 4,108 |
| 2. Percent of English teachers fully certified: | NA |
| 3. Percent of Math teachers fully certified: | NA |
| 4. Percent of Science teachers fully certified: | NA |
| 5. Percent of teachers who are minority: | 37.0% |
| 6. Average teacher salary: | $25,944 |
| 7. Average class size: | NA |
| 8. Schools with future teacher programs: | Some |
| 9. Schools with teacher or staff in-service training in urban culture or race relations: | Some |

### *Goal 5: Postsecondary Opportunities*

| | |
|---|---|
| 1. Percent of graduates: | |
| -enrolled in postsecondary vocational programs: | NA |
| -enrolled in four-year colleges: | NA |
| -enrolled in two-year colleges: | NA |
| -performing military service: | NA |
| -employed full-time: | NA |
| -undetermined: | NA |
| 2. Schools with higher education awareness programs for middle school students: | All |
| 3. Schools with voter registration programs: | None |
| 4. Schools with community service programs: | Some |
| 5. Schools with job training programs for youth: | Some |
| 6. Schools with business collaboratives: | All |

### *Goal 6: Safe and Caring Environment*

| | |
|---|---|
| 1. Drug/alcohol incidents per 1,000 students: | NA |
| 2. Number of schools with health clinics: | 2 |
| 3. Number of student visits to health clinics: | NA |
| 4. Schools with drug education programs: | All |
| 5. Total amount of deferred maintenance (millions of dollars): | $0.0 |
| 6. Schools with HIV and STD prevention programs: | All |
| 7. Schools with nutrition education programs: | All |
| 8. Schools with programs for children of drug-addicted parents: | All |
| 9. Schools with programs to reduce student suicide and stress: | All |
| 10. Schools with programs to reduce crime and gangs: | Some |
| 11. Schools with pregnancy prevention programs: | Some |
| 12. Schools with programs for homeless children: | None |

NOTES:

a Population of East Baton Rouge Parish, 1990.

b Eligible for services under PL94-142.

c Includes both instructional days in classroom plus other.

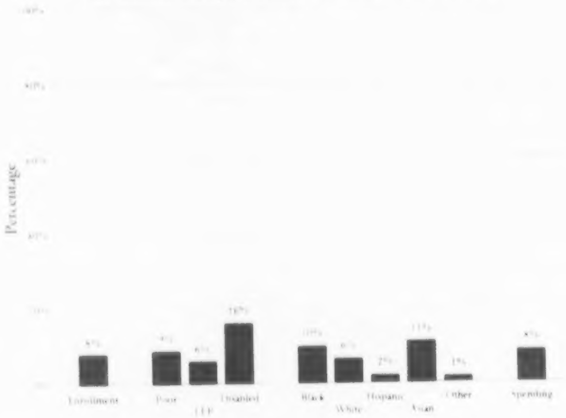
d No mandated collective bargaining with teachers.

e Figure includes sum of all revenue from local, state, and federal sources divided by enrollment. Result is not equivalent or comparable to an average per pupil expenditure.

f Developing Skills Checklist is administered to determine the skills. Needs are identified to assist in academic development.

g California Achievement Tests (CAT) for grades 4, 6, and 9.

E. Baton Rouge's Share of Louisiana Totals*



*Percentages are rounded to the nearest whole number.

# El Paso Independent School District

Size in nation. 48th

## STUDENT DEMOGRAPHICS:

| | |
|---|---|
| -Population of area served (1990): | 515,342 [a] |
| -Public school enrollment (1990-91): | 64,071 |
| -Enrollment as % of total area population: | 12.4% |
| -Enrollment as % of total 5-17 year old population: | 54.6% |
| -Percent change in enrollment (1980-1990): | +5.6% |
| -Percent of enrollment African-American: | 4.6% |
| -Percent of enrollment Hispanic: | 73.2% |
| -Percent of enrollment Asian or Pacific Islander: | 0.9% |
| -Percent of enrollment Native American or other: | 0.1% |
| -Percent of enrollment white: | 21.2% |
| -Percent of enrollment free or reduced price lunch: | 60.8% |
| -Percent of enrollment limited-English proficient: | 22.5% |
| -Percent of enrollment disabled: | 6.8% [b] |
| -Number of languages spoken: | 2 |
| -Percent of state's total enrollment: | 1.9% |
| -Percent of state's total school poor: | 3.3% |
| -Percent of state's total limited-English proficient: | 4.6% |
| -Percent of state's total disabled: | 1.4% |
| -Percent of state's total African-American: | 0.6% |
| -Percent of state's total Hispanic: | 4.1% |
| -Percent of state's total Asian or Pacific Islander: | 0.9% |
| -Percent of state's total Native American or other: | 0.9% |
| -Percent of state's total white: | 0.8% |

## DISTRICT CHARACTERISTICS:

| | |
|---|---|
| -Number of School Board members: | 7 |
| -How School Board is chosen: | Elected |
| -School Board term of office (years): | 4 |
| -Year current superintendent was hired: | 1991 |
| -Number of days teachers are on duty: | 183 [c] |
| -Teacher bargaining unit: | NA |
| -Total number of schools: | 76 |
| -Court order for desegregation: | Federal |

## FINANCES:

| | |
|---|---|
| -Bonded debt rating: | A1 |
| -Total revenues per student: | $3,880 [d] |
| -Percent of revenues from local sources: | 31.4% |
| -Percent of revenues from state sources: | 56.6% |
| -Percent of revenues from federal sources: | 12.0% |
| -Local school taxing authority: | Indepen. |
| -Percent of state's elementary and secondary expenditures: | 2.2% |

## GOAL INDICATORS:

### *Goal 1: Readiness to Learn*

| | |
|---|---|
| 1. Data collected to assess readiness for kindergarten: | No |
| 2. Percent of entering 1st graders with: | |
| -full day of kindergarten: | 0.0% |
| -half day of kindergarten: | 79.0% |
| -no prior schooling: | 0.0% |
| -undetermined: | 21.0% |
| 3. Number of pre-kindergarten pupils per teacher: | 15.9 |
| 4. Number of kindergarten pupils per teacher: | 19.0 |
| 5. State requires early childhood staff credential: | No [e] |
| 6. Percent of pre-kindergarten staff with early childhood credential: | NA |
| 7. Percent of kindergarten staff credentialed as elementary school teachers: | 100.0% |
| 8. Schools with child care for infants of teen mothers: | Some |
| 9. Schools with parenting programs for adults: | Some |
| 10. Schools with parenting programs for teens: | Some |
| 11. Schools with programs for latchkey students: | None [f] |

### *Goal 2: Increased Graduation Rates*

| | |
|---|---|
| 1. Total number of graduates: | 3,540 |
| 2. Annual dropout rate (1990-91): | 3.8% [g] |
| 3. Percent change in annual dropout rate (1988-91): | -28.3% |
| 4. 4-year dropout rate (1990-91): | NA [h] |
| 5. Percent change in 4-year dropout rate (1988-91): | NA |
| 6. Attendance rate: | 95.1% |
| 7. Schools with adult education programs: | Some |
| 8. Schools with academic programs for teen moms: | Some |

### *Goal 3: Improved Academic Achievement*

| | |
|---|---|
| Reading: | |
| 1. Standardized test(s) administered: | ITBS [i] |
| 2. Percent of students scoring in bottom quarter: | 25.8% |
| 3. Percent of students scoring in top quarter: | 18.7% |
| 4. Percent of students scoring above national norm: | 43.9% |
| Math: | |
| 5. Standardized test(s) administered: | ITBS [i] |
| 6. Percent of students scoring in bottom quarter: | 19.7% |
| 7. Percent of students scoring in top quarter: | 28.1% |
| 8. Percent of students scoring above national norm | 55.2% |
| 9. Percent of 10th graders successfully completing first year algebra: | NA |
| 10. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate English: | NA [j] |
| 11. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate Math: | NA [j] |
| 12. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate Science: | NA [j] |

# El Paso Independent School District

| | | |
|---|---|---|
| 13. Schools with site-based management: | None | k |
| 14. Schools with magnet programs: | None | |
| 15. Schools with public school choice: | None | |
| 16. Schools with alternative assessment programs: | None | |

### *Goal 4: Quality Teachers*

| | | |
|---|---|---|
| 1. Total number of teachers: | 3,649 | |
| 2. Percent of English teachers fully certified: | 99.9% | l |
| 3. Percent of Math teachers fully certified: | 99.9% | l |
| 4. Percent of Science teachers fully certified: | 99.9% | l |
| 5. Percent of teachers who are minority: | 43.9% | |
| 6. Average teacher salary: | $27,077 | |
| 7. Average class size: | NA | |
| 8. Schools with future teacher programs: | Some | |
| 9. Schools with teacher or staff in-service training in urban culture or race relations: | Some | |

### *Goal 5: Postsecondary Opportunities*

| | |
|---|---|
| 1. Percent of graduates: | |
| -enrolled in postsecondary vocational programs: | NA |
| -enrolled in four-year colleges: | NA |
| -enrolled in two-year colleges: | NA |
| -performing military service: | NA |
| -employed full-time: | NA |
| -undetermined: | NA |
| 2. Schools with higher education awareness programs for middle school students: | All |
| 3. Schools with voter registration programs: | None |
| 4. Schools with community service programs: | All |
| 5. Schools with job training programs for youth: | Some |
| 6. Schools with business collaboratives: | All |

### *Goal 6: Safe and Caring Environment*

| | | |
|---|---|---|
| 1. Drug/alcohol incidents per 1,000 students: | NA | |
| 2. Number of schools with health clinics: | 0 | |
| 3. Number of student visits to health clinics: | NA | |
| 4. Schools with drug education programs: | All | |
| 5. Total amount of deferred maintenance (millions of dollars): | $57.0 | |
| 6. Schools with HIV and STD prevention programs: | All | |
| 7. Schools with nutrition education programs: | All | |
| 8. Schools with programs for children of drug-addicted parents: | None | |
| 9. Schools with programs to reduce student suicide and stress: | All | |
| 10. Schools with programs to reduce crime and gangs: | All | |
| 11. Schools with pregnancy prevention programs: | All | |
| 12. Schools with programs for homeless children: | None | m |

NOTES:

a Population of the city of El Paso, 1990.

b Eligible for services under PL94-142.

c Includes both instructional days in classroom plus other.

d Figure includes sum of all revenue from local, state, and federal sources divided by enrollment. Result is not equivalent or comparable to an average per pupil expenditure.

e Will be required beginning Fall, 1992.

f The YWCA operates many latchkey programs after school at school sites.

g Dropout rate is the number of individuals in grades 7-12 who have terminated school attendance, who have not graduated and who have not left town, divided by the number of students enrolled in grades 7-12.

h District is conducting a longitudinal dropout study of 1990-91 9th graders.

i Iowa Tests of Basic Skills (ITBS) for grades 2-8.

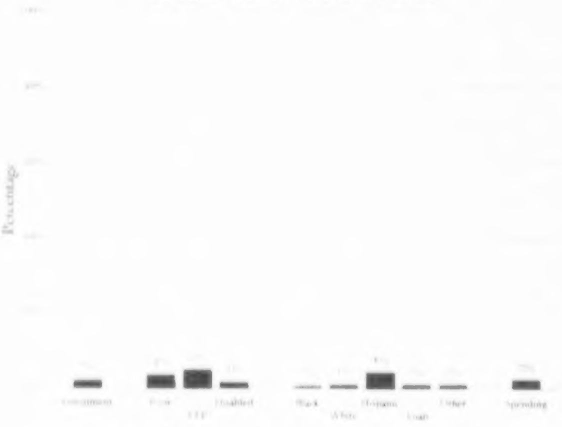
j Data not available; very few district-wide. 1991-92 will be the first year for AP Math.

k 15 schools will be implementing site-based management in 1992-93, another 30 in 1993-94, and all others in 1994-95.

l Of the 2,100 elementary teachers, only 3 are on emergency certificates. Out of [illegible] secondary teachers teaching Math, Science, or English, only 8 are on emergency certificates. Elementary certificates are not issued by teaching field.

m One school has applied for a state grant to target homeless children.

El Paso's Share of Texas Totals*



*Percentages are rounded to the nearest whole number

# Fresno Unified School District

Size in nation: 33rd

## STUDENT DEMOGRAPHICS:

| | |
|---|---|
| -Population of area served (1990): | 354,202 [a] |
| -Public school enrollment (1990-91): | 72,362 |
| -Enrollment as % of total area population: | 20.4% |
| -Enrollment as % of total 5-17 year old population: | 96.6% |
| -Percent change in enrollment (1980-1990): | +56.4% |
| -Percent of enrollment African-American: | 10.5% |
| -Percent of enrollment Hispanic: | 35.8% |
| -Percent of enrollment Asian or Pacific Islander: | 20.3% |
| -Percent of enrollment Native American or other: | 0.7% |
| -Percent of enrollment white: | 32.7% |
| -Percent of enrollment free or reduced price lunch: | 44.7% |
| -Percent of enrollment limited-English proficient: | 26.0% |
| -Percent of enrollment disabled: | 8.8% [b] |
| -Number of languages spoken: | 72 |
| -Percent of state's total enrollment: | 1.5% |
| -Percent of state's total school poor: | 2.2% |
| -Percent of state's total limited-English proficient: | 2.0% |
| -Percent of state's total disabled: | 1.6% |
| -Percent of state's total African-American: | 1.8% |
| -Percent of state's total Hispanic: | 1.5% |
| -Percent of state's total Asian or Pacific Islander: | 2.8% |
| -Percent of state's total Native American or other: | 1.2% |
| -Percent of state's total white: | 1.0% |

## DISTRICT CHARACTERISTICS:

| | |
|---|---|
| -Number of School Board members: | 7 |
| -How School Board is chosen: | Elected |
| -School Board term of office (years): | 4 |
| -Year current superintendent was hired: | 1992 |
| -Number of days teachers are on duty: | 183 [c] |
| -Teacher bargaining unit: | NEA |
| -Total number of schools: | 84 |
| -Court order for desegregation: | Federal |

## FINANCES:

| | |
|---|---|
| -Bonded debt rating: | A1 [d] |
| -Total revenues per student: | $4,721 [e] |
| -Percent of revenues from local sources: | 5.9% |
| -Percent of revenues from state sources: | 84.0% |
| -Percent of revenues from federal sources: | 10.1% |
| -Local school taxing authority: | Indepen. [f] |
| -Percent of state's elementary and secondary expenditures: | 1.4% |

## GOAL INDICATORS:

### *Goal 1: Readiness to Learn*

| | |
|---|---|
| 1. Data collected to assess readiness for kindergarten: | Yes [g] |
| 2. Percent of entering 1st graders with: | |
| -full day of kindergarten: | 0.0% |
| -half day of kindergarten: | 100.0% |
| -no prior schooling: | 0.0% |
| -undetermined: | 0.0% |
| 3. Number of pre-kindergarten pupils per teacher: | NA |
| 4. Number of kindergarten pupils per teacher: | 29.1 |
| 5. State requires early childhood staff credential: | No |
| 6. Percent of pre-kindergarten staff with early childhood credential: | 42.1% [h] |
| 7. Percent of kindergarten staff credentialed as elementary school teachers: | 100.0% |
| 8. Schools with child care for infants of teen mothers: | Some |
| 9. Schools with parenting programs for adults: | Some |
| 10. Schools with parenting programs for teens: | All |
| 11. Schools with programs for latchkey students: | Some |

### *Goal 2: Increased Graduation Rates*

| | |
|---|---|
| 1. Total number of graduates: | 2,789 |
| 2. Annual dropout rate (1990-91): | 12.5% [i] |
| 3. Percent change in annual dropout rate (1988-91): | +3.3% |
| 4. 4-year dropout rate (1990-91): | 33.6% [j] |
| 5. Percent change in 4-year dropout rate (1988-91): | +6.0% |
| 6. Attendance rate: | 90.5% |
| 7. Schools with adult education programs: | Some |
| 8. Schools with academic programs for teen moms: | Some |

### *Goal 3: Improved Academic Achievement*

| | |
|---|---|
| Reading: | |
| 1. Standardized test(s) administered: | ITAS [k] |
| 2. Percent of students scoring in bottom quarter: | 27.8% |
| 3. Percent of students scoring in top quarter: | 24.1% |
| 4. Percent of students scoring above national norm: | 46.8% |
| Math: | |
| 5. Standardized test(s) administered: | ITAS [k] |
| 6. Percent of students scoring in bottom quarter: | 23.5% |
| 7. Percent of students scoring in top quarter: | 30.9% |
| 8. Percent of students scoring above national norm | 53.4% |
| 9. Percent of 10th graders successfully completing first year algebra: | 41.1% |
| 10. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate English: | 6.3% |
| 11. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate Math: | 4.5% |
| 12. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate Science: | 3.2% |

# Fresno Unified School District

| | |
|---|---|
| 13. Schools with site-based management: | All |
| 14. Schools with magnet programs: | Some |
| 15. Schools with public school choice: | Some |
| 16. Schools with alternative assessment programs: | All |

### *Goal 4: Quality Teachers*

| | |
|---|---|
| 1. Total number of teachers: | 2,596 |
| 2. Percent of English teachers fully certified: | 98.1% |
| 3. Percent of Math teachers fully certified: | 97.8% |
| 4. Percent of Science teachers fully certified: | 100.0% |
| 5. Percent of teachers who are minority: | 19.8% |
| 6. Average teacher salary: | $35,532 |
| 7. Average class size: | NA |
| 8. Schools with future teacher programs: | Some |
| 9. Schools with teacher or staff in-service training in urban culture or race relations: | All |

### *Goal 5: Postsecondary Opportunities*

| | |
|---|---|
| 1. Percent of graduates: | |
| -enrolled in postsecondary vocational programs: | 2.7% |
| -enrolled in four-year colleges: | 24.7% |
| -enrolled in two-year colleges: | 34.5% |
| -performing military service: | 2.7% |
| -employed full-time: | 19.5% l |
| -undetermined: | 16.0% |
| 2. Schools with higher education awareness programs for middle school students: | All |
| 3. Schools with voter registration programs: | All |
| 4. Schools with community service programs: | All |
| 5. Schools with job training programs for youth: | All |
| 6. Schools with business collaboratives: | Some |

### *Goal 6: Safe and Caring Environment*

| | |
|---|---|
| 1. Drug/alcohol incidents per 1,000 students: | 5.6 m |
| 2. Number of schools with health clinics: | 0 |
| 3. Number of student visits to health clinics: | NA |
| 4. Schools with drug education programs: | All |
| 5. Total amount of deferred maintenance (millions of dollars): | $60.6 n |
| 6. Schools with HIV and STD prevention programs: | All |
| 7. Schools with nutrition education programs: | All |
| 8. Schools with programs for children of drug-addicted parents: | Some |
| 9. Schools with programs to reduce student suicide and stress: | All |
| 10. Schools with programs to reduce crime and gangs: | All |
| 11. Schools with pregnancy prevention programs: | All |
| 12. Schools with programs for homeless children: | Some |

NOTES:

a Population of the city of Fresno, 1990.

b Eligible for services under PL94-142.

c Includes both instructional days in classroom plus other.

d 1990-91 rating by Moody's Investor Service.

e Figure includes sum of all revenue from local, state, and federal sources divided by enrollment. Result if not equivalent or comparable to an average per pupil expenditure.

f The California Constitution limits property tax to 1% of assessed value. An additional .05% was authorized by voters in 1977 for school facilities aquisition and construction. Tax override authorization terminates in the year 2011.

g Age is used to assess readiness for kindergarten in nearly all cases, along with a kindergarten checklist to assess instructional needs. Instructional strategies are developed accordingly.

h All preschool staff have State Childrens Center permits; some have 4-year degrees (ie: B.S. in Child Development). Data include 40 teachers and 55 aids.

i Data correspond to guidelines for defining a dropout: any student under 21 years old gone for 45 days without valid reason or request.

j Data based on 3-year rates.

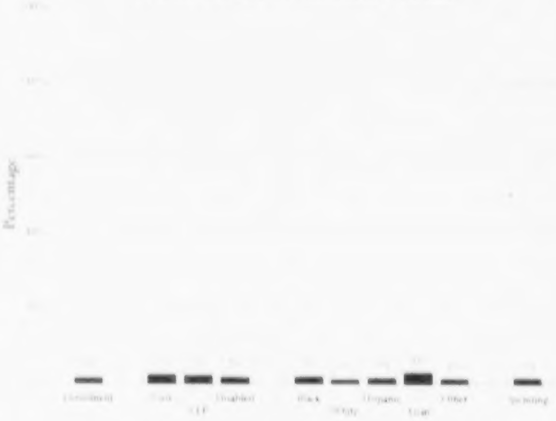
k Individual Tests of Academic Skills (ITAS) for grades 1-12.

l Unemployed and Other: 123.

m District data base does not have records of incidents that do not result in suspensions, and suspension counts do not include suspensions for tobacco use.

n Includes one million dollars for non-school-site buildings.

Fresno's Share of California Totals*



*Percentages are rounded to the nearest whole number

# Houston Independent School District

Size in nation: 5th

## STUDENT DEMOGRAPHICS:

| | |
|---|---|
| -Population of area served (1990): | 1,630,553 [a] |
| -Public school enrollment (1990-91): | 194,548 [b] |
| -Enrollment as % of total area population: | 11.9% |
| -Enrollment as % of total 5-17 year old population: | 66.3% |
| -Percent change in enrollment (1980-1990): | +0.3% |
| -Percent of enrollment African-American: | 38.1% |
| -Percent of enrollment Hispanic: | 44.9% |
| -Percent of enrollment Asian or Pacific Islander: | 2.6% |
| -Percent of enrollment Native American or other: | 0.1% |
| -Percent of enrollment white: | 14.3% |
| -Percent of enrollment free or reduced price lunch: | 54.6% |
| -Percent of enrollment limited-English proficient: | 19.3% |
| -Percent of enrollment disabled: | 9.3% [c] |
| -Number of languages spoken: | 59 |
| -Percent of state's total enrollment: | 5.8% |
| -Percent of state's total school poor: | 8.9% |
| -Percent of state's total limited-English proficient: | 12.0% |
| -Percent of state's total disabled: | 6.0% |
| -Percent of state's total African-American: | 15.2% |
| -Percent of state's total Hispanic: | 7.6% |
| -Percent of state's total Asian or Pacific Islander: | 7.5% |
| -Percent of state's total Native American or other: | 2.1% |
| -Percent of state's total white: | 1.7% |

## DISTRICT CHARACTERISTICS:

| | |
|---|---|
| -Number of School Board members: | 9 |
| -How School Board is chosen: | Elected |
| -School Board term of office (years): | 4 |
| -Year current superintendent was hired: | 1991 |
| -Number of days teachers are on duty: | NA [d] |
| -Teacher bargaining unit: | NA |
| -Total number of schools: | 242 |
| -Court order for desegregation: | Unitary |

## FINANCES:

| | |
|---|---|
| -Bonded debt rating: | Aa |
| -Total revenues per student: | $4,004 [e] |
| -Percent of revenues from local sources: | 62.4% |
| -Percent of revenues from state sources: | 28.3% |
| -Percent of revenues from federal sources: | 9.3% |
| -Local school taxing authority: | Indepen. |
| -Percent of state's elementary and secondary expenditures: | 3.4% |

## GOAL INDICATORS:

### *Goal 1: Readiness to Learn*

| | |
|---|---|
| 1. Data collected to assess readiness for kindergarten: | Yes [f] |
| 2. Percent of entering 1st graders with: | |
| -full day of kindergarten: | 62.0% [g] |
| -half day of kindergarten: | 0.0% |
| -no prior schooling: | 0.0% |
| -undetermined: | 38.0% |
| 3. Number of pre-kindergarten pupils per teacher: | 38.8 [h] |
| 4. Number of kindergarten pupils per teacher: | 23.7 [h] |
| 5. State requires early childhood staff credential: | No |
| 6. Percent of pre-kindergarten staff with early childhood credential: | NA |
| 7. Percent of kindergarten staff credentialed as elementary school teachers: | NA |
| 8. Schools with child care for infants of teen mothers: | Some |
| 9. Schools with parenting programs for adults: | Some |
| 10. Schools with parenting programs for teens: | Some |
| 11. Schools with programs for latchkey students: | Some |

### *Goal 2: Increased Graduation Rates*

| | |
|---|---|
| 1. Total number of graduates: | 7,052 |
| 2. Annual dropout rate (1990-91): | 7.5% [i] |
| 3. Percent change in annual dropout rate (1988-91): | -31.2% |
| 4. 4-year dropout rate (1990-91): | NA |
| 5. Percent change in 4-year dropout rate (1988-91): | NA |
| 6. Attendance rate: | NA |
| 7. Schools with adult education programs: | Some |
| 8. Schools with academic programs for teen moms: | Some |

### *Goal 3: Improved Academic Achievement*

| | |
|---|---|
| Reading: | |
| 1. Standardized test(s) administered: | MAT 6 [j] |
| 2. Percent of students scoring in bottom quarter: | 27.1% |
| 3. Percent of students scoring in top quarter: | 22.0% |
| 4. Percent of students scoring above national norm: | 44.4% |
| Math: | |
| 5. Standardized test(s) administered: | MAT 6 [j] |
| 6. Percent of students scoring in bottom quarter: | 18.7% |
| 7. Percent of students scoring in top quarter: | 32.6% |
| 8. Percent of students scoring above national norm | 57.1% |
| 9. Percent of 10th graders successfully completing first year algebra: | 28.5% [k] |
| 10. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate English: | 11.1% [l] |
| 11. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate Math: | 6.1% [l] |
| 12. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate Science: | 7.3% [l] |

# Houston Independent School District

| | |
|---|---|
| 13. Schools with site-based management: | None |
| 14. Schools with magnet programs: | Some |
| 15. Schools with public school choice: | Some |
| 16. Schools with alternative assessment programs: | None |

## *Goal 4: Quality Teachers*

| | |
|---|---|
| 1. Total number of teachers: | 10,078 |
| 2. Percent of English teachers fully certified: | 100.0% [m] |
| 3. Percent of Math teachers fully certified: | 100.0% [m] |
| 4. Percent of Science teachers fully certified: | 100.0% [m] |
| 5. Percent of teachers who are minority: | 52.9% |
| 6. Average teacher salary: | NA |
| 7. Average class size: | NA |
| 8. Schools with future teacher programs: | Some |
| 9. Schools with teacher or staff in-service training in urban culture or race relations: | Some |

## *Goal 5: Postsecondary Opportunities*

| | |
|---|---|
| 1. Percent of graduates: | |
| -enrolled in postsecondary vocational programs: | 4.8% [n] |
| -enrolled in four-year colleges: | 63.4% |
| -enrolled in two-year colleges: | 9.8% |
| -performing military service: | 5.6% |
| -employed full-time: | 3.4% |
| -undetermined: | 12.9% |
| 2. Schools with higher education awareness programs for middle school students: | All |
| 3. Schools with voter registration programs: | Some |
| 4. Schools with community service programs: | Some |
| 5. Schools with job training programs for youth: | Some |
| 6. Schools with business collaboratives: | Some |

## *Goal 6: Safe and Caring Environment*

| | |
|---|---|
| 1. Drug/alcohol incidents per 1,000 students: | 1.2 [o] |
| 2. Number of schools with health clinics: | 0 |
| 3. Number of student visits to health clinics: | NA |
| 4. Schools with drug education programs: | All |
| 5. Total amount of deferred maintenance (millions of dollars): | $0.0 |
| 6. Schools with HIV and STD prevention programs: | All |
| 7. Schools with nutrition education programs: | All |
| 8. Schools with programs for children of drug-addicted parents: | Some |
| 9. Schools with programs to reduce student suicide and stress: | All |
| 10. Schools with programs to reduce crime and gangs: | Some |
| 11. Schools with pregnancy prevention programs: | Some |
| 12. Schools with programs for homeless children: | Some |

NOTES:

a Population of the city of Houston, 1990.

b Data include students between the ages of zero and five who have not been placed in Pre-K or K and students receiving special education services who do not meet the two hour per day requirement for membership.

c Eligible for services under PL94-142.

d Includes both instructional days in classroom plus other.

e Figure includes sum of all revenue from local, state, and federal sources divided by enrollment. Result is not equivalent or comparable to an average per pupil expenditure.

f Students must be the appropriate age and have proper immunization.

g All kindergarten classes are full day.

h Teachers only.

i Dropout rate is the number of students in grades 7-12 absent from school 30 or more consecutive days without approved excuse or transfer and students failing to re-enroll the following semester or school year, divided by the total cumulative enrollment of grades 7-12.

j Metropolitan Achievement Tests (MAT) for grades 1-9. Students in grades 1-6 who are instructed in Spanish take the Spanish Assessment of Basic Education (SABE) norm referenced test instead of the MAT 6. There were 8,079 students who took the SABE in the spring of 1991.

k Algebra is normally taken during 9th grade. The numbers reported represent a cohort of 1990-91 10th graders and 1989-90 9th graders who completed Algebra I.

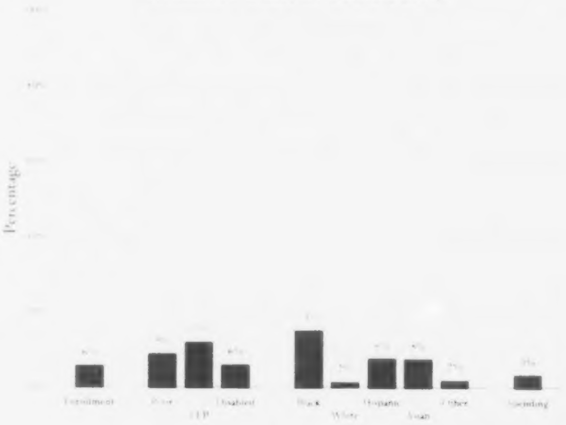
l English: data for 4 semester courses. Math: data for 14 semester courses. Science: data for 10 semester courses. Data for both AP and IB courses combined.

m Subject Area: pertains to secondary teachers only. Fully Certified: includes teachers on a permit. English: includes ESL, not reading. Math: includes computer math. Science: does not include computer courses.

n Vocational includes technical schools. Data based on 12th grade students in the Fall.

o Numbers reported by security. In addition, 85 incidents were reported by security and 423 were reported by Substance Abuse Monitors for which no student demographic information can be obtained.

Houston's Share of Texas Totals*



*Percentages are rounded to the nearest whole number.

# Indianapolis Public Schools

Size in nation: 72nd

## STUDENT DEMOGRAPHICS:

| | |
|---|---|
| -Population of area served (1990): | 731,327 [a] |
| -Public school enrollment (1990-91): | 48,024 |
| -Enrollment as % of total area population: | 6.6% |
| -Enrollment as % of total 5-17 year old population: | 38.1% |
| -Percent change in enrollment (1980-1990): | -27.3% |
| -Percent of enrollment African-American: | 51.0% |
| -Percent of enrollment Hispanic: | 0.8% |
| -Percent of enrollment Asian or Pacific Islander: | 0.5% |
| -Percent of enrollment Native American or other: | 0.0% |
| -Percent of enrollment white: | 47.8% |
| -Percent of enrollment free or reduced price lunch: | 53.5% |
| -Percent of enrollment limited-English proficient: | 0.4% |
| -Percent of enrollment disabled: | 12.7% [b] |
| -Number of languages spoken: | NA |
| -Percent of state's total enrollment: | 5.0% |
| -Percent of state's total school poor: | 14.1% |
| -Percent of state's total limited-English proficient: | 4.2% |
| -Percent of state's total disabled: | 6.1% |
| -Percent of state's total African-American: | 23.3% |
| -Percent of state's total Hispanic: | 2.1% |
| -Percent of state's total Asian or Pacific Islander: | 3.6% |
| -Percent of state's total Native American or other: | 2.1% |
| -Percent of state's total white: | 2.8% |

## DISTRICT CHARACTERISTICS:

| | |
|---|---|
| -Number of School Board members: | 7 |
| -How School Board is chosen: | Elected |
| -School Board term of office (years): | 4 |
| -Year current superintendent was hired: | 1991 |
| -Number of days teachers are on duty: | 190 [e] |
| -Teacher bargaining unit: | NEA |
| -Total number of schools: | 85 |
| -Court order for desegregation: | Federal |

## FINANCES:

| | |
|---|---|
| -Bonded debt rating: | NA |
| -Total revenues per student: | $6,328 [d] |
| -Percent of revenues from local sources: | 39.8% |
| -Percent of revenues from state sources: | 51.3% |
| -Percent of revenues from federal sources: | 8.9% |
| -Local school taxing authority: | Indepen. |
| -Percent of state's elementary and secondary expenditures: | 6.1% |

## GOAL INDICATORS:

### *Goal 1: Readiness to Learn*

| | |
|---|---|
| 1. Data collected to assess readiness for kindergarten: | NA |
| 2. Percent of entering 1st graders with: | |
| -full day of kindergarten: | 0.0% |
| -half day of kindergarten: | 88.7% [c] |
| -no prior schooling: | 1.4% |
| -undetermined: | 9.9% |
| 3. Number of pre-kindergarten pupils per teacher: | NA |
| 4. Number of kindergarten pupils per teacher: | 30.3 [f] |
| 5. State requires early childhood staff credential: | Yes |
| 6. Percent of pre-kindergarten staff with early childhood credential: | 47.9% [g] |
| 7. Percent of kindergarten staff credentialed as elementary school teachers: | 90.6% |
| 8. Schools with child care for infants of teen mothers: | None |
| 9. Schools with parenting programs for adults: | Some |
| 10. Schools with parenting programs for teens: | All |
| 11. Schools with programs for latchkey students: | Some |

### *Goal 2: Increased Graduation Rates*

| | |
|---|---|
| 1. Total number of graduates: | 1,480 |
| 2. Annual dropout rate (1990-91): | NA |
| 3. Percent change in annual dropout rate (1988-91): | NA |
| 4. 4-year dropout rate (1990-91): | 27.7% [h] |
| 5. Percent change in 4-year dropout rate (1988-91): | +53.9% |
| 6. Attendance rate: | 90.1% |
| 7. Schools with adult education programs: | None |
| 8. Schools with academic programs for teen moms: | None |

### *Goal 3: Improved Academic Achievement*

| | |
|---|---|
| Reading: | |
| 1. Standardized test(s) administered: | CAT/ISTEP [i] |
| 2. Percent of students scoring in bottom quarter: | 22.7% |
| 3. Percent of students scoring in top quarter: | 21.4% |
| 4. Percent of students scoring above national norm: | 47.3% |
| Math: | |
| 5. Standardized test(s) administered: | CAT/ISTEP [i] |
| 6. Percent of students scoring in bottom quarter: | 20.5% |
| 7. Percent of students scoring in top quarter: | 25.0% |
| 8. Percent of students scoring above national norm | 51.4% |
| 9. Percent of 10th graders successfully completing first year algebra: | NA |
| 10. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate English: | NA |
| 11. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate Math: | NA |
| 12. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate Science: | NA |

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# Indianapolis Public Schools

| | |
|---|---|
| 13. Schools with site-based management: | None |
| 14. Schools with magnet programs: | Some |
| 15. Schools with public school choice: | None |
| 16. Schools with alternative assessment programs: | Some |

### *Goal 4: Quality Teachers*

| | |
|---|---|
| 1. Total number of teachers: | 2,828 |
| 2. Percent of English teachers fully certified: | 100.0% |
| 3. Percent of Math teachers fully certified: | 100.0% |
| 4. Percent of Science teachers fully certified: | 100.0% |
| 5. Percent of teachers who are minority: | 22.6% |
| 6. Average teacher salary: | $34,277 |
| 7. Average class size: | NA |
| 8. Schools with future teacher programs: | None |
| 9. Schools with teacher or staff in-service training in urban culture or race relations: | None |

### *Goal 5: Postsecondary Opportunities*

| | |
|---|---|
| 1. Percent of graduates: | |
| -enrolled in postsecondary vocational programs: | 15.7% |
| -enrolled in four-year colleges: | 42.2% |
| -enrolled in two-year colleges: | 5.0% |
| -performing military service: | 7.6% |
| -employed full-time: | 17.8% |
| -undetermined: | 11.6% |
| 2. Schools with higher education awareness programs for middle school students: | None |
| 3. Schools with voter registration programs: | Some |
| 4. Schools with community service programs: | Some |
| 5. Schools with job training programs for youth: | Some |
| 6. Schools with business collaboratives: | Some |

### *Goal 6: Safe and Caring Environment*

| | |
|---|---|
| 1. Drug/alcohol incidents per 1,000 students: | NA |
| 2. Number of schools with health clinics: | 2 |
| 3. Number of student visits to health clinics: | 447 |
| 4. Schools with drug education programs: | All |
| 5. Total amount of deferred maintenance (millions of dollars): | NA |
| 6. Schools with HIV and STD prevention programs: | All |
| 7. Schools with nutrition education programs: | All |
| 8. Schools with programs for children of drug-addicted parents: | Some |
| 9. Schools with programs to reduce student suicide and stress: | All |
| 10. Schools with programs to reduce crime and gangs: | Some |
| 11. Schools with pregnancy prevention programs: | All |
| 12. Schools with programs for homeless children: | All |

NOTES:

a Population of the city of Indianapolis, 1990.

b Eligible for services under PL94-142.

c Includes both instructional days in classroom plus other.

d Figure includes sum of all revenue from local, state, and federal sources divided by enrollment. Result is not equivalent or comparable to an average per pupil expenditure.

e Half day figure is adjusted to include half and full day kindergarten and exclude 1st grade retention.

f Figure includes paraprofessionals.

g All professional staff are credentialed.

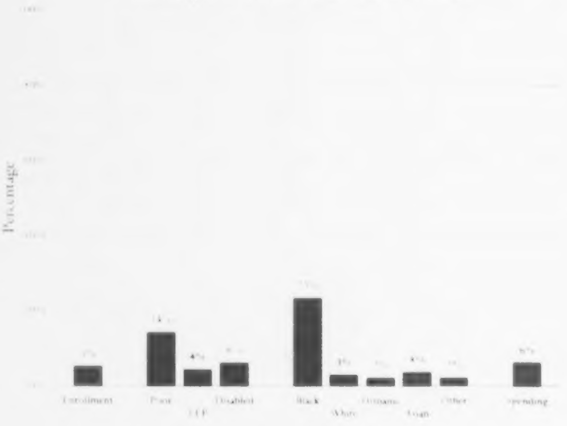
h Figure based on a 4 year class study. Entering 9th graders were tracked for four years, with students added and subtracted as they enter and leave.

i California Achievement Tests (CAT) for grades K, 4, 5, 7, 10, 11, 12; ISTEP for grades 2, 3, 6, 8, 9; and Comprehensive Tests of Basic Skills (CTBS) for grades [illegible] and 11.

j Site-based management program under discussion with teacher associations.

k James Roberts Key School Program.

Indianapolis' Share of Indiana Totals*



*Percentages are rounded to the nearest whole number.

# Long Beach Unified School District

Size in nation: 34th

## STUDENT DEMOGRAPHICS:

| | |
|---|---|
| -Population of area served (1990): | 481,972 [a] |
| -Public school enrollment (1990-91): | 71,654 |
| -Enrollment as % of total area population: | 14.9% |
| -Enrollment as % of total 5-17 year old population: | NA |
| -Percent change in enrollment (1980-1990): | +27.6% |
| -Percent of enrollment African-American: | 19.3% |
| -Percent of enrollment Hispanic: | 31.7% |
| -Percent of enrollment Asian or Pacific Islander: | 20.5% |
| -Percent of enrollment Native American or other: | 0.4% |
| -Percent of enrollment white: | 28.0% |
| -Percent of enrollment free or reduced price lunch: | 46.8% |
| -Percent of enrollment limited-English proficient: | 30.3% |
| -Percent of enrollment disabled: | 7.4% [b] |
| -Number of languages spoken: | NA |
| -Percent of state's total enrollment: | 1.4% |
| -Percent of state's total school poor: | 2.2% |
| -Percent of state's total limited-English proficient: | 2.2% |
| -Percent of state's total disabled: | 1.3% |
| -Percent of state's total African-American: | 3.3% |
| -Percent of state's total Hispanic: | 1.3% |
| -Percent of state's total Asian or Pacific Islander: | 2.8% |
| -Percent of state's total Native American or other: | 0.8% |
| -Percent of state's total white: | 0.9% |

## DISTRICT CHARACTERISTICS:

| | |
|---|---|
| -Number of School Board members: | 5 |
| -How School Board is chosen: | Elected |
| -School Board term of office (years): | 4 |
| -Year current superintendent was hired: | 1986 |
| -Number of days teachers are on duty: | 182 [c] |
| -Teacher bargaining unit: | NEA |
| -Total number of schools: | 82 |
| -Court order for desegregation: | State |

## FINANCES:

| | |
|---|---|
| -Bonded debt rating: | NA |
| -Total revenues per student: | $4,199 [d] |
| -Percent of revenues from local sources: | 1.8% |
| -Percent of revenues from state sources: | 90.8% |
| -Percent of revenues from federal sources: | 7.4% |
| -Local school taxing authority: | Indepen. |
| -Percent of state's elementary and secondary expenditures: | 1.5% |

## GOAL INDICATORS:

### *Goal 1: Readiness to Learn*

| | |
|---|---|
| 1. Data collected to assess readiness for kindergarten: | No |
| 2. Percent of entering 1st graders with: | |
| -full day of kindergarten: | 0.0% |
| -half day of kindergarten: | 100.0% |
| -no prior schooling: | 0.0% |
| -undetermined: | 0.0% |
| 3. Number of pre-kindergarten pupils per teacher: | 7.7 [e] |
| 4. Number of kindergarten pupils per teacher: | 32.0 |
| 5. State requires early childhood staff credential: | No |
| 6. Percent of pre-kindergarten staff with early childhood credential: | NA |
| 7. Percent of kindergarten staff credentialed as elementary school teachers: | NA |
| 8. Schools with child care for infants of teen mothers: | Some |
| 9. Schools with parenting programs for adults: | Some |
| 10. Schools with parenting programs for teens: | Some |
| 11. Schools with programs for latchkey students: | Some |

### *Goal 2: Increased Graduation Rates*

| | |
|---|---|
| 1. Total number of graduates: | 3,101 |
| 2. Annual dropout rate (1990-91): | 11.9% [f] |
| 3. Percent change in annual dropout rate (1988-91): | -12.5% |
| 4. 4-year dropout rate (1990-91): | 31.6% [g] |
| 5. Percent change in 4-year dropout rate (1988-91): | -11.0% |
| 6. Attendance rate: | 96.1% [h] |
| 7. Schools with adult education programs: | Some |
| 8. Schools with academic programs for teen moms: | Some |

### *Goal 3: Improved Academic Achievement*

| | |
|---|---|
| Reading: | |
| 1. Standardized test(s) administered: | MAT 6 [i] |
| 2. Percent of students scoring in bottom quarter: | 35.6% |
| 3. Percent of students scoring in top quarter: | 19.2% |
| 4. Percent of students scoring above national norm: | 39.9% |
| Math: | |
| 5. Standardized test(s) administered: | MAT 6 [i] |
| 6. Percent of students scoring in bottom quarter: | 26.7% |
| 7. Percent of students scoring in top quarter: | 28.5% |
| 8. Percent of students scoring above national norm | 49.9% |
| 9. Percent of 10th graders successfully completing first year algebra: | 13.0% |
| 10. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate English: | 5.8% |
| 11. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate Math: | 2.2% |
| 12. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate Science: | 3.0% |

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# Long Beach Unified School District

| | |
|---|---|
| 13. Schools with site-based management: | Some |
| 14. Schools with magnet programs: | Some |
| 15. Schools with public school choice: | None |
| 16. Schools with alternative assessment programs: | None |

### *Goal 4: Quality Teachers*

| | |
|---|---|
| 1. Total number of teachers: | 2,977 |
| 2. Percent of English teachers fully certified: | 100.0% |
| 3. Percent of Math teachers fully certified: | 94.3% |
| 4. Percent of Science teachers fully certified: | 92.3% |
| 5. Percent of teachers who are minority: | 19.1% |
| 6. Average teacher salary: | $38,016 |
| 7. Average class size: | NA |
| 8. Schools with future teacher programs: | Some |
| 9. Schools with teacher or staff in-service training in urban culture or race relations: | All |

### *Goal 5: Postsecondary Opportunities*

| | |
|---|---|
| 1. Percent of graduates: | |
| -enrolled in postsecondary vocational programs: | NA |
| -enrolled in four-year colleges: | NA |
| -enrolled in two-year colleges: | NA |
| -performing military service: | NA |
| -employed full-time: | NA |
| -undetermined: | NA |
| 2. Schools with higher education awareness programs for middle school students: | Some |
| 3. Schools with voter registration programs: | All |
| 4. Schools with community service programs: | Some |
| 5. Schools with job training programs for youth: | All |
| 6. Schools with business collaboratives: | Some |

### *Goal 6: Safe and Caring Environment*

| | |
|---|---|
| 1. Drug/alcohol incidents per 1,000 students: | 1.0 |
| 2. Number of schools with health clinics: | 0 |
| 3. Number of student visits to health clinics: | 0 |
| 4. Schools with drug education programs: | All |
| 5. Total amount of deferred maintenance (millions of dollars): | $42.1 |
| 6. Schools with HIV and STD prevention programs: | All |
| 7. Schools with nutrition education programs: | All |
| 8. Schools with programs for children of drug-addicted parents: | None |
| 9. Schools with programs to reduce student suicide and stress: | None |
| 10. Schools with programs to reduce crime and gangs: | All |
| 11. Schools with pregnancy prevention programs: | All |
| 12. Schools with programs for homeless children: | Some |

## NOTES:

a Population of the cities of Long Beach, Avalon, Signal Hill, and a portion of Lakewood, 1990.

b Eligible for services under PL94-142.

c Includes both instructional days in classroom plus other.

d Figure includes sum of all revenue from local, state, and federal sources divided by enrollment. Result is not equivalent or comparable to an average per pupil expenditure.

e Includes paraprofessionals and aids.

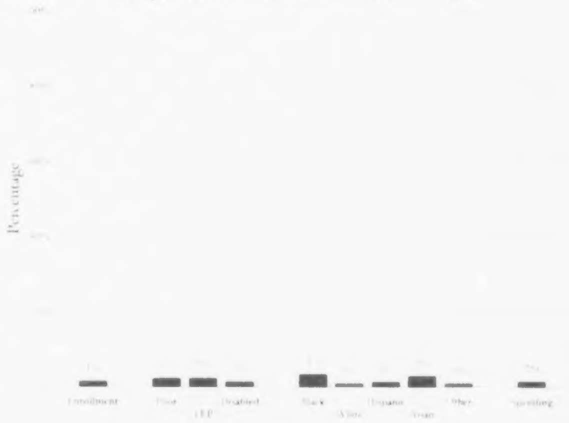
f Dropout rate is number of dropouts in grades 10-12 at the end of the year divided by the grade 10-12 enrollment at the beginning of the year.

g Three year rate of dropouts in grades 10-12.

h Rate includes students with excused absenses.

i Metropolitan Achievement Tests (MAT) for grades 2, 4, 7, 9, 11.

Long Beach's Share of California Totals*



*Percentages are rounded to the nearest whole number

# Los Angeles Unified School District

Size in nation: 2nd

## STUDENT DEMOGRAPHICS:

| | |
|---|---|
| -Population of area served (1990): | 4,107,802 [a] |
| -Public school enrollment (1990-91): | 629,758 |
| -Enrollment as % of total area population: | 15.3% |
| -Enrollment as % of total 5-17 year old population: | 89.0% [b] |
| -Percent change in enrollment (1980-1990): | +19.6% |
| -Percent of enrollment African-American: | 15.2% |
| -Percent of enrollment Hispanic: | 63.5% |
| -Percent of enrollment Asian or Pacific Islander: | 7.6% |
| -Percent of enrollment Native American or other: | 0.3% |
| -Percent of enrollment white: | 13.5% |
| -Percent of enrollment free or reduced price lunch: | 56.5% |
| -Percent of enrollment limited-English proficient: | 38.4% |
| -Percent of enrollment disabled: | 9.5% [c] |
| -Number of languages spoken: | 80 |
| -Percent of state's total enrollment: | 12.7% |
| -Percent of state's total school poor: | 23.7% |
| -Percent of state's total limited-English proficient: | 24.5% |
| -Percent of state's total disabled: | 14.6% |
| -Percent of state's total African-American: | 22.4% |
| -Percent of state's total Hispanic: | 23.5% |
| -Percent of state's total Asian or Pacific Islander: | 9.1% |
| -Percent of state's total Native American or other: | 4.0% |
| -Percent of state's total white: | 3.8% |

## DISTRICT CHARACTERISTICS:

| | |
|---|---|
| -Number of School Board members: | 7 |
| -How School Board is chosen: | Elected |
| -School Board term of office (years): | 4 |
| -Year current superintendent was hired: | 1990 |
| -Number of days teachers are on duty: | 182 [d] |
| -Teacher bargaining unit: | UTLA [e] |
| -Total number of schools: | 625 |
| -Court order for desegregation: | State |

## FINANCES:

| | |
|---|---|
| -Bonded debt rating: | Aa |
| -Total revenues per student: | $5,919 [f] |
| -Percent of revenues from local sources: | 15.0% |
| -Percent of revenues from state sources: | 75.1% |
| -Percent of revenues from federal sources: | 10.0% |
| -Local school taxing authority: | Indepen. |
| -Percent of state's elementary and secondary expenditures: | 15.4% |

## GOAL INDICATORS:

### *Goal 1: Readiness to Learn*

| | |
|---|---|
| 1. Data collected to assess readiness for kindergarten: | **Yes** [g] |
| 2. Percent of entering 1st graders with: | |
| -full day of kindergarten: | **NA** |
| -half day of kindergarten: | **NA** |
| -no prior schooling: | **NA** |
| -undetermined: | **NA** |
| 3. Number of pre-kindergarten pupils per teacher: | **11.9** [h] |
| 4. Number of kindergarten pupils per teacher: | **29.5** [i] |
| 5. State requires early childhood staff credential: | **No** |
| 6. Percent of pre-kindergarten staff with early childhood credential: | **NA** |
| 7. Percent of kindergarten staff credentialed as elementary school teachers: | **NA** |
| 8. Schools with child care for infants of teen mothers: | **Some** |
| 9. Schools with parenting programs for adults: | **Some** |
| 10. Schools with parenting programs for teens: | **Some** |
| 11. Schools with programs for latchkey students: | **Some** |

### *Goal 2: Increased Graduation Rates*

| | |
|---|---|
| 1. Total number of graduates: | **22,811** |
| 2. Annual dropout rate (1989-90): | **16.0%** [j] |
| 3. Percent change in annual dropout rate (1988-90): | **0.0%** |
| 4. 4-year dropout rate (1990-91): | **NA** |
| 5. Percent change in 4-year dropout rate (1988-91): | **NA** |
| 6. Attendance rate: | **89.8%** |
| 7. Schools with adult education programs: | **Some** |
| 8. Schools with academic programs for teen moms: | **Some** |

### *Goal 3: Improved Academic Achievement*

| | |
|---|---|
| Reading: | |
| 1. Standardized test(s) administered: | **CTBS** [k] |
| 2. Percent of students scoring in bottom quarter: | **42.0%** |
| 3. Percent of students scoring in top quarter: | **12.5%** |
| 4. Percent of students scoring above national norm: | **29.9%** |
| Math: | |
| 5. Standardized test(s) administered: | **CTBS** [k] |
| 6. Percent of students scoring in bottom quarter: | **30.1%** |
| 7. Percent of students scoring in top quarter: | **23.3%** |
| 8. Percent of students scoring above national norm | **44.4%** |
| 9. Percent of 10th graders successfully completing first year algebra: | 21.3% |
| 10. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate English: | 5.1% |
| 11. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate Math: | 4.4% |
| 12. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate Science: | 2.8% |

# Los Angeles Unified School District

| | |
|---|---|
| 13. Schools with site-based management: | Some |
| 14. Schools with magnet programs: | Some |
| 15. Schools with public school choice: | None |
| 16. Schools with alternative assessment programs: | Some |

### *Goal 4: Quality Teachers*

| | |
|---|---|
| 1. Total number of teachers: | 26,393 |
| 2. Percent of English teachers fully certified: | 96.0% [l] |
| 3. Percent of Math teachers fully certified: | 86.3% [l] |
| 4. Percent of Science teachers fully certified: | 87.5% [l] |
| 5. Percent of teachers who are minority: | 40.1% |
| 6. Average teacher salary: | $44,351 |
| 7. Average class size: | 35.5 [m] |
| 8. Schools with future teacher programs: | Some |
| 9. Schools with teacher or staff in-service training in urban culture or race relations: | All |

### *Goal 5: Postsecondary Opportunities*

| | |
|---|---|
| 1. Percent of graduates: | |
| -enrolled in postsecondary vocational programs: | 3.4% [n] |
| -enrolled in four-year colleges: | 22.4% [n] |
| -enrolled in two-year colleges: | 12.7% [n] |
| -performing military service: | 3.2% [n] |
| -employed full-time: | 16.3% [n] |
| -undetermined: | 42.0% [n] |
| 2. Schools with higher education awareness programs for middle school students: | All |
| 3. Schools with voter registration programs: | Some |
| 4. Schools with community service programs: | Some |
| 5. Schools with job training programs for youth: | Some |
| 6. Schools with business collaboratives: | All |

### *Goal 6: Safe and Caring Environment*

| | |
|---|---|
| 1. Drug/alcohol incidents per 1,000 students: | 0.4 |
| 2. Number of schools with health clinics: | 3 |
| 3. Number of student visits to health clinics: | 3,318 |
| 4. Schools with drug education programs: | All |
| 5. Total amount of deferred maintenance (millions of dollars): | $600.0 |
| 6. Schools with HIV and STD prevention programs: | Some |
| 7. Schools with nutrition education programs: | All |
| 8. Schools with programs for children of drug-addicted parents: | Some |
| 9. Schools with programs to reduce student suicide and stress: | Some |
| 10. Schools with programs to reduce crime and gangs: | All |
| 11. Schools with pregnancy prevention programs: | Some |
| 12. Schools with programs for homeless children: | Some |

## NOTES:

a Population of the city of Los Angeles (3,416,164) plus other communities served in L.A. County, 1990.

b School system serves multiple cities.

c Eligible for services under PL94-142.

d Includes instructional days in classroom and other.

e Unified Teachers of Los Angeles, affiliated with California Teachers Association, California Federation of Teachers, NEA, and AFT/AFL-CIO.

f Figure includes sum of all revenue from local, state, and federal sources divided by enrollment. Result is not equivalent or comparable to an average per pupil expenditure.

g There is no district-wide assessment; however, skills checklists are used in state pre-school programs, children centers, and pre-kindergarten integration programs. Chapter 1 students are assessed with a checklist of kindergarten skills. The skills information is used for instruction and grouping.

h Based on pre-kindergarten enrollment, fall 1990, and total of 335 teachers plus 448 paraprofessionals.

i Estimated from class-size norm and kindergarten enrollment, fall 1990.

j Dropout rate is based on number of students in grades 10-12 who are out of school for 45 days or longer and who have not transferred, divided by the number of students enrolled in grades 10-12.

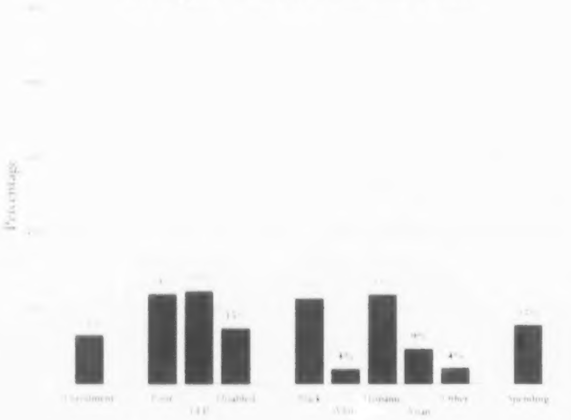
k Comprehensive Tests of Basic Skills (CTBS) for grades K-12.

l Data based on the number of emergency teacher credentials or wavers issued in 1990-91.

m Data for grades 10-12.

n Data based on student self reported plans, survey of the class of 1988.

Los Angeles' Share of California Totals*



*Percentages are rounded to the nearest whole number

# Memphis Public Schools

Size in nation: 18th

## STUDENT DEMOGRAPHICS:

| | |
|---|---|
| -Population of area served (1990): | 610,337 [a] |
| -Public school enrollment (1990-91): | 103,618 [b] |
| -Enrollment as % of total area population: | 17.0% |
| -Enrollment as % of total 5-17 year old population: | 92.7% |
| -Percent change in enrollment (1980-1990): | -7.0% |
| -Percent of enrollment African-American: | 80.3% |
| -Percent of enrollment Hispanic: | 0.0% |
| -Percent of enrollment Asian or Pacific Islander: | 0.0% |
| -Percent of enrollment Native American or other: | 0.0% |
| -Percent of enrollment white: | 19.7% |
| -Percent of enrollment free or reduced price lunch: | 54.2% |
| -Percent of enrollment limited-English proficient: | 0.5% |
| -Percent of enrollment disabled: | 9.7% [c] |
| -Number of languages spoken: | NA |
| -Percent of state's total enrollment: | 12.6% |
| -Percent of state's total school poor: | 22.3% |
| -Percent of state's total limited-English proficient: | 15.4% |
| -Percent of state's total disabled: | 10.9% |
| -Percent of state's total African-American: | 44.8% |
| -Percent of state's total Hispanic: | NA |
| -Percent of state's total Asian or Pacific Islander: | NA |
| -Percent of state's total Native American or other: | NA |
| -Percent of state's total white: | 3.2% |

## DISTRICT CHARACTERISTICS:

| | |
|---|---|
| -Number of School Board members: | 9 |
| -How School Board is chosen: | Elected |
| -School Board term of office (years): | 4 |
| -Year current superintendent was hired: | 1992 |
| -Number of days teachers are on duty: | 200 [d] |
| -Teacher bargaining unit: | NEA |
| -Total number of schools: | 158 |
| -Court order for desegregation: | Federal |

## FINANCES:

| | |
|---|---|
| -Bonded debt rating: | NA |
| -Total revenues per student: | $3,554 [e] |
| -Percent of revenues from local sources: | 49.8% |
| -Percent of revenues from state sources: | 38.4% |
| -Percent of revenues from federal sources: | 11.8% |
| -Local school taxing authority: | Dependent |
| -Percent of state's elementary and secondary expenditures: | 10.0% |

## GOAL INDICATORS:

### *Goal 1: Readiness to Learn*

| | |
|---|---|
| 1. Data collected to assess readiness for kindergarten: | Yes [f] |
| 2. Percent of entering 1st graders with: | |
| -full day of kindergarten: | 70.7% |
| -half day of kindergarten: | 0.0% |
| -no prior schooling: | 8.4% |
| -undetermined: | 20.9% [g] |
| 3. Number of pre-kindergarten pupils per teacher: | 20.7 |
| 4. Number of kindergarten pupils per teacher: | 21.5 [h] |
| 5. State requires early childhood staff credential: | Yes [i] |
| 6. Percent of pre-kindergarten staff with early childhood credential: | 28.6% |
| 7. Percent of kindergarten staff credentialed as elementary school teachers: | 100.0% |
| 8. Schools with child care for infants of teen mothers: | Some |
| 9. Schools with parenting programs for adults: | Some |
| 10. Schools with parenting programs for teens: | Some |
| 11. Schools with programs for latchkey students: | Some |

### *Goal 2: Increased Graduation Rates*

| | |
|---|---|
| 1. Total number of graduates: | 4,400 |
| 2. Annual dropout rate (1990-91): | 10.0% [j] |
| 3. Percent change in annual dropout rate (1988-91): | +47.1% |
| 4. 4-year dropout rate (1990-91): | 35.6% [j] |
| 5. Percent change in 4-year dropout rate (1988-91): | -2.5% |
| 6. Attendance rate: | 92.0% |
| 7. Schools with adult education programs: | Some |
| 8. Schools with academic programs for teen moms: | All |

### *Goal 3: Improved Academic Achievement*

| | |
|---|---|
| Reading: | |
| 1. Standardized test(s) administered: | CTBS 4 [k] |
| 2. Percent of students scoring in bottom quarter: | 30.6% |
| 3. Percent of students scoring in top quarter: | 18.2% |
| 4. Percent of students scoring above national norm: | 40.4% |
| Math: | |
| 5. Standardized test(s) administered: | CTBS 4 [k] |
| 6. Percent of students scoring in bottom quarter: | 27.6% |
| 7. Percent of students scoring in top quarter: | 21.9% |
| 8. Percent of students scoring above national norm | 44.9% |
| 9. Percent of 10th graders successfully completing first year algebra: | 62.3% [l] |
| 10. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate English: | 2.7% |
| 11. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate Math: | 0.2% |
| 12. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate Science: | 2.2% |

# Memphis Public Schools

| | | |
|---|---|---|
| 13. Schools with site-based management: | Some | |
| 14. Schools with magnet programs: | Some | |
| 15. Schools with public school choice: | Some | |
| 16. Schools with alternative assessment programs: | None | |

### *Goal 4: Quality Teachers*

| | | |
|---|---|---|
| 1. Total number of teachers: | 6,000 | |
| 2. Percent of English teachers fully certified: | NA | |
| 3. Percent of Math teachers fully certified: | NA | |
| 4. Percent of Science teachers fully certified: | NA | |
| 5. Percent of teachers who are minority: | 50.0% | |
| 6. Average teacher salary: | $28,570 | |
| 7. Average class size: | 24.0 | |
| 8. Schools with future teacher programs: | Some | |
| 9. Schools with teacher or staff in-service training in urban culture or race relations: | Some | |

### *Goal 5: Postsecondary Opportunities*

| | | |
|---|---|---|
| 1. Percent of graduates: | | |
| -enrolled in postsecondary vocational programs: | 21.5% | m |
| -enrolled in four-year colleges: | 44.5% | m |
| -enrolled in two-year colleges: | 17.0% | m |
| -performing military service: | 7.3% | m |
| -employed full-time: | 9.7% | m |
| -undetermined: | 0.0% | m |
| 2. Schools with higher education awareness programs for middle school students: | None | |
| 3. Schools with voter registration programs: | All | |
| 4. Schools with community service programs: | All | |
| 5. Schools with job training programs for youth: | Some | |
| 6. Schools with business collaboratives: | All | |

### *Goal 6: Safe and Caring Environment*

| | | |
|---|---|---|
| 1. Drug/alcohol incidents per 1,000 students: | NA | |
| 2. Number of schools with health clinics: | 2 | |
| 3. Number of student visits to health clinics: | 5,000 | |
| 4. Schools with drug education programs: | All | |
| 5. Total amount of deferred maintenance (millions of dollars): | NA | |
| 6. Schools with HIV and STD prevention programs: | All | |
| 7. Schools with nutrition education programs: | All | |
| 8. Schools with programs for children of drug-addicted parents: | Some | |
| 9. Schools with programs to reduce student suicide and stress: | Some | |
| 10. Schools with programs to reduce crime and gangs: | Some | |
| 11. Schools with pregnancy prevention programs: | Some | |
| 12. Schools with programs for homeless children: | None | |

NOTES:

[a] Population of the city of Memphis, 1990.

[b] Data include Chapter 1 Early Childhood Program students, Special Ed, ungraded students, and students between kindergarten and grade 1 who are not ready for grade 1. Data are end-of-year figures.

[c] Eligible for services under PL94-142.

[d] Includes both instructional days in classroom plus other.

[e] Figure includes sum of all revenue from local, state, and federal sources divided by enrollment. Result is not equivalent or comparable to an average per pupil expenditure.

[f] An in kindergarten broad assessment. District uses the Developing Skills Checklist from CTB for diagnostic purposes only. Data are not used to place students in kindergarten but are used for Chapter 1 placement.

[g] Data do not account for 1,890 students in 1st grade in 1990-91 with regard to prior schooling. Most of these were in pre-1st grade the year before or were repeating 1st grade in 1990-91.

[h] Data include 16 professionals and 50 paraprofessionals.

[i] Data include 380 professionals only.

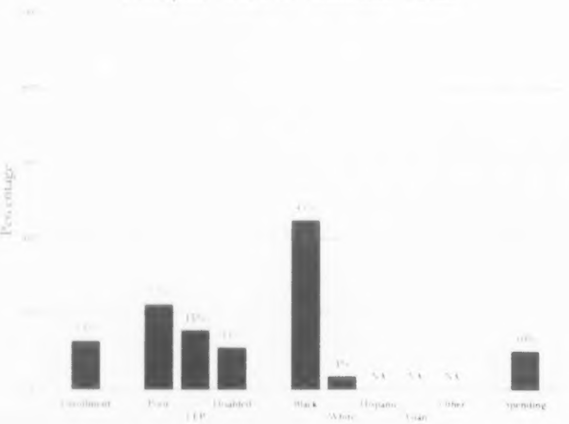
[j] See survey for dropout definition.

[k] Comprehensive Tests of Basic Skills (CTBS) for grades 1-8, and 10.

[l] Number of 10th grade students who attempted 1st year algebra one or more times but failed: total: 647; male: 388; female: 259; African American: 560; white: 87. Number of 10th grade students who never attempted 1st year algebra: total: 1,892; male: 1,064; female: 828; African American: 1,525; white: 367.

[m] Figures do not include summer 1991 graduates. 159 students had no plans or became house wives. Total population based on seniors, not graduates.

Memphis' Share of Tennessee Totals*



*Percentages are rounded to the nearest whole number.

# Milwaukee Public Schools

Size in nation: 23rd

## STUDENT DEMOGRAPHICS:

| | |
|---|---|
| -Population of area served (1990): | 628,088 [a] |
| -Public school enrollment (1990-91): | 98,371 |
| -Enrollment as % of total area population: | 15.7% |
| -Enrollment as % of total 5-17 year old population: | 85.4% |
| -Percent change in enrollment (1980-1990): | +11.9% |
| -Percent of enrollment African-American: | 56.1% |
| -Percent of enrollment Hispanic: | 9.3% |
| -Percent of enrollment Asian or Pacific Islander: | 3.2% |
| -Percent of enrollment Native American or other: | 2.3% |
| -Percent of enrollment white: | 29.1% |
| -Percent of enrollment free or reduced price lunch: | 45.7% |
| -Percent of enrollment limited-English proficient: | 3.2% |
| -Percent of enrollment disabled: | 10.9% [b] |
| -Number of languages spoken: | 44 |
| -Percent of state's total enrollment: | 12.3% |
| -Percent of state's total school poor: | 28.3% |
| -Percent of state's total limited-English proficient: | 21.7% |
| -Percent of state's total disabled: | 15.2% |
| -Percent of state's total African-American: | 80.2% |
| -Percent of state's total Hispanic: | 46.9% |
| -Percent of state's total Asian or Pacific Islander: | 21.0% |
| -Percent of state's total Native American or other: | 21.8% |
| -Percent of state's total white: | 4.3% |

## DISTRICT CHARACTERISTICS:

| | |
|---|---|
| -Number of School Board members: | 9 |
| -How School Board is chosen: | Elected |
| -School Board term of office (years): | 4 |
| -Year current superintendent was hired: | 1991 |
| -Number of days teachers are on duty: | 187 [e] |
| -Teacher bargaining unit: | Indepen. |
| -Total number of schools: | 146 |
| -Court order for desegregation: | Federal |

## FINANCES:

| | |
|---|---|
| -Bonded debt rating: | NA |
| -Total revenues per student: | $5,867 [d] |
| -Percent of revenues from local sources: | 38.0% |
| -Percent of revenues from state sources: | 53.7% |
| -Percent of revenues from federal sources: | 8.2% |
| -Local school taxing authority: | Indepen |
| -Percent of state's elementary and secondary expenditures: | 17.0% |

## GOAL INDICATORS:

### *Goal 1: Readiness to Learn*

| | |
|---|---|
| 1. Data collected to assess readiness for kindergarten: | Yes [c] |
| 2. Percent of entering 1st graders with: | |
| -full day of kindergarten: | 48.5% |
| -half day of kindergarten: | 51.5% |
| -no prior schooling: | 0.0% [f] |
| -undetermined: | 0.0% |
| 3. Number of pre-kindergarten pupils per teacher: | 32.1 |
| 4. Number of kindergarten pupils per teacher: | 29.4 |
| 5. State requires early childhood staff credential: | Yes |
| 6. Percent of pre-kindergarten staff with early childhood credential: | 100.0% |
| 7. Percent of kindergarten staff credentialed as elementary school teachers: | NA |
| 8. Schools with child care for infants of teen mothers: | Some |
| 9. Schools with parenting programs for adults: | Some |
| 10. Schools with parenting programs for teens: | Some |
| 11. Schools with programs for latchkey students: | Some |

### *Goal 2: Increased Graduation Rates*

| | |
|---|---|
| 1. Total number of graduates: | 3,449 |
| 2. Annual dropout rate (1990-91): | 16.1% |
| 3. Percent change in annual dropout rate (1988-91): | +11.8% |
| 4. 4-year dropout rate (1990-91): | 34.0% |
| 5. Percent change in 4-year dropout rate (1988-91): | NA |
| 6. Attendance rate: | 81.0% |
| 7. Schools with adult education programs: | None |
| 8. Schools with academic programs for teen moms: | Some |

### *Goal 3: Improved Academic Achievement*

| | |
|---|---|
| Reading: | |
| 1. Standardized test(s) administered: | ITBS/TAP [g] |
| 2. Percent of students scoring in bottom quarter: | 32.4% |
| 3. Percent of students scoring in top quarter: | 14.6% |
| 4. Percent of students scoring above national norm: | 39.0% |
| Math: | |
| 5. Standardized test(s) administered: | ITBS/TAP [g] |
| 6. Percent of students scoring in bottom quarter: | 29.6% |
| 7. Percent of students scoring in top quarter: | 19.1% |
| 8. Percent of students scoring above national norm | 43.2% |
| 9. Percent of 10th graders successfully completing first year algebra: | NA |
| 10. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate English: | 1.1% |
| 11. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate Math: | 0.3% |
| 12. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate Science: | 0.2% |

# Milwaukee Public Schools

13. Schools with site-based management: Some
14. Schools with magnet programs: Some
15. Schools with public school choice: Some
16. Schools with alternative assessment programs: All

### *Goal 4: Quality Teachers*

1. Total number of teachers: 6,243
2. Percent of English teachers fully certified: NA
3. Percent of Math teachers fully certified: NA
4. Percent of Science teachers fully certified: NA
5. Percent of teachers who are minority: 21.1%
6. Average teacher salary: $35,273
7. Average class size: NA
8. Schools with future teacher programs: All
9. Schools with teacher or staff in-service training in urban culture or race relations: All

### *Goal 5: Postsecondary Opportunities*

1. Percent of graduates:
   - -enrolled in postsecondary vocational programs: 4.8%
   - -enrolled in four-year colleges: 36.9%
   - -enrolled in two-year colleges: 16.6%
   - -performing military service: 0.0%
   - -employed full-time: 29.7%
   - -undetermined: 12.1%
2. Schools with higher education awareness programs for middle school students: All
3. Schools with voter registration programs: Some
4. Schools with community service programs: Some
5. Schools with job training programs for youth: Some
6. Schools with business collaboratives: Some

### *Goal 6: Safe and Caring Environment*

1. Drug/alcohol incidents per 1,000 students: NA
2. Number of schools with health clinics: 1
3. Number of student visits to health clinics: NA
4. Schools with drug education programs: All
5. Total amount of deferred maintenance (millions of dollars): NA
6. Schools with HIV and STD prevention programs: Some
7. Schools with nutrition education programs: Some
8. Schools with programs for children of drug-addicted parents: None
9. Schools with programs to reduce student suicide and stress: All
10. Schools with programs to reduce crime and gangs: All
11. Schools with pregnancy prevention programs: Some
12. Schools with programs for homeless children: None

NOTES:

a. Population of the city of Milwaukee, 1990.

b. Eligible for services under PL94-142.

c. Includes both instructional days in classroom plus other.

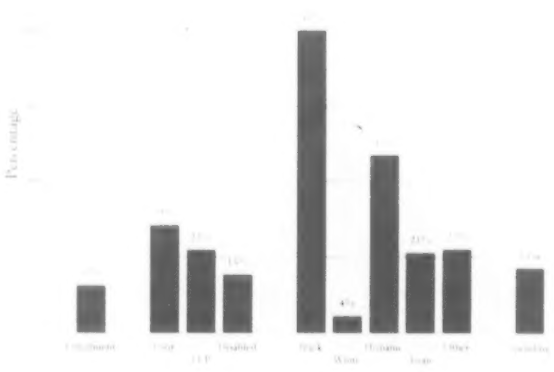
d. Figure includes sum of all revenue from local, state, and federal sources divided by enrollment. Result is not equivalent or comparable to an average per pupil expenditure.

e. District uses early childhood screening instrument to assess readiness skills and abilities. Children who score below a cutoff score become candidates for exceptional education.

f. Data indicate that the number of students with no prior early childhood experience is negligible.

g. Iowa Tests of Basic Skills (ITBS) for grades 2, 5, 7; Tests of Achievement and Proficiency (TAP) for grade 10.

Milwaukee's Share of Wisconsin Totals*



*Percentages are rounded to the nearest whole number.

# Minneapolis Public Schools

Size in nation: 92nd

## STUDENT DEMOGRAPHICS:

| | |
|---|---|
| -Population of area served (1990): | 368,383 [a] |
| -Public school enrollment (1990-91): | 41,916 |
| -Enrollment as % of total area population: | 11.4% |
| -Enrollment as % of total 5-17 year old population: | 88.7% |
| -Percent change in enrollment (1980-1990): | +4.7% |
| -Percent of enrollment African-American: | 32.4% |
| -Percent of enrollment Hispanic: | 2.1% |
| -Percent of enrollment Asian or Pacific Islander: | 10.1% |
| -Percent of enrollment Native American or other: | 7.7% |
| -Percent of enrollment white: | 47.8% |
| -Percent of enrollment free or reduced price lunch: | 44.7% |
| -Percent of enrollment limited-English proficient: | 6.7% |
| -Percent of enrollment disabled: | 3.5% [b] |
| -Number of languages spoken: | 42 |
| -Percent of state's total enrollment: | 5.5% |
| -Percent of state's total school poor: | 12.3% |
| -Percent of state's total limited-English proficient: | 21.2% |
| -Percent of state's total disabled: | 2.2% |
| -Percent of state's total African-American: | 52.8% |
| -Percent of state's total Hispanic: | 8.8% |
| -Percent of state's total Asian or Pacific Islander: | 17.5% |
| -Percent of state's total Native American or other: | 23.7% |
| -Percent of state's total white: | 2.9% |

## DISTRICT CHARACTERISTICS:

| | |
|---|---|
| -Number of School Board members: | 7 |
| -How School Board is chosen: | Elected |
| -School Board term of office (years): | 4 |
| -Year current superintendent was hired: | 1988 |
| -Number of days teachers are on duty: | 184 [c] |
| -Teacher bargaining unit: | AFT |
| -Total number of schools: | 62 |
| -Court order for desegregation: | State |

## FINANCES:

| | |
|---|---|
| -Bonded debt rating: | A1 |
| -Total revenues per student: | $7,186 [d] |
| -Percent of revenues from local sources: | 52.0% |
| -Percent of revenues from state sources: | 40.2% |
| -Percent of revenues from federal sources: | 7.8% |
| -Local school taxing authority: | Indepen |
| -Percent of state's elementary and secondary expenditures: | 5.1% |

## GOAL INDICATORS:

### *Goal 1: Readiness to Learn*

| | |
|---|---|
| 1. Data collected to assess readiness for kindergarten: | **Yes** [e] |
| 2. Percent of entering 1st graders with: | |
| -full day of kindergarten: | **0.0%** |
| -half day of kindergarten: | **94.6%** |
| -no prior schooling: | **0.0%** |
| -undetermined: | **5.4%** |
| 3. Number of pre-kindergarten pupils per teacher: | **29.9** |
| 4. Number of kindergarten pupils per teacher: | **37.2** |
| 5. State requires early childhood staff credential: | **Yes** |
| 6. Percent of pre-kindergarten staff with early childhood credential: | **100.0%** |
| 7. Percent of kindergarten staff credentialed as elementary school teachers: | **NA** |
| 8. Schools with child care for infants of teen mothers: | **Some** |
| 9. Schools with parenting programs for adults: | **None** |
| 10. Schools with parenting programs for teens: | **Some** |
| 11. Schools with programs for latchkey students: | **Some** |

### *Goal 2: Increased Graduation Rates*

| | |
|---|---|
| 1. Total number of graduates: | **1,934** |
| 2. Annual dropout rate (1990-91): | **10.0%** [f] |
| 3. Percent change in annual dropout rate (1988-91): | **-10.7%** [g] |
| 4. 4-year dropout rate (1990-91): | **NA** [h] |
| 5. Percent change in 4-year dropout rate (1988-91): | **NA** |
| 6. Attendance rate: | **87.3%** |
| 7. Schools with adult education programs: | **All** |
| 8. Schools with academic programs for teen moms: | **All** |

### *Goal 3: Improved Academic Achievement*

| | |
|---|---|
| Reading: | |
| 1. Standardized test(s) administered: | **CAT** [i] |
| 2. Percent of students scoring in bottom quarter: | **23.4%** [j] |
| 3. Percent of students scoring in top quarter: | **26.8%** [j] |
| 4. Percent of students scoring above national norm: | **49.4%** [j] |
| Math: | |
| 5. Standardized test(s) administered: | **CAT** [i] |
| 6. Percent of students scoring in bottom quarter: | **21.7%** [j] |
| 7. Percent of students scoring in top quarter: | **32.5%** [j] |
| 8. Percent of students scoring above national norm | **57.1%** [j] |
| 9. Percent of 10th graders successfully completing first year algebra: | NA |
| 10. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate English: | NA |
| 11. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate Math: | NA |
| 12. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate Science: | NA |

# Minneapolis Public Schools

| | |
|---|---|
| 13. Schools with site-based management: | None |
| 14. Schools with magnet programs: | Some |
| 15. Schools with public school choice: | Some |
| 16. Schools with alternative assessment programs: | Some |

### *Goal 4: Quality Teachers*

| | |
|---|---|
| 1. Total number of teachers: | 2,250 |
| 2. Percent of English teachers fully certified: | 100.0% [k] |
| 3. Percent of Math teachers fully certified: | 100.0% [k] |
| 4. Percent of Science teachers fully certified: | 100.0% [k] |
| 5. Percent of teachers who are minority: | 12.6% |
| 6. Average teacher salary: | $39,000 |
| 7. Average class size: | NA |
| 8. Schools with future teacher programs: | Some |
| 9. Schools with teacher or staff in-service training in urban culture or race relations: | All |

### *Goal 5: Postsecondary Opportunities*

| | |
|---|---|
| 1. Percent of graduates: | |
| -enrolled in postsecondary vocational programs: | 11.1% [l] |
| -enrolled in four-year colleges: | 40.7% [l] |
| -enrolled in two-year colleges: | 12.0% [l] |
| -performing military service: | 2.2% [l] |
| -employed full-time: | 2.6% [l] |
| -undetermined: | 31.4% [l] |
| 2. Schools with higher education awareness programs for middle school students: | Some |
| 3. Schools with voter registration programs: | None |
| 4. Schools with community service programs: | Some |
| 5. Schools with job training programs for youth: | Some |
| 6. Schools with business collaboratives: | All |

### *Goal 6: Safe and Caring Environment*

| | |
|---|---|
| 1. Drug/alcohol incidents per 1,000 students: | NA |
| 2. Number of schools with health clinics: | 7 |
| 3. Number of student visits to health clinics: | 2,475 |
| 4. Schools with drug education programs: | All |
| 5. Total amount of deferred maintenance (millions of dollars): | $60.0 |
| 6. Schools with HIV and STD prevention programs: | All |
| 7. Schools with nutrition education programs: | All |
| 8. Schools with programs for children of drug-addicted parents: | None |
| 9. Schools with programs to reduce student suicide and stress: | Some |
| 10. Schools with programs to reduce crime and gangs: | Some |
| 11. Schools with pregnancy prevention programs: | None |
| 12. Schools with programs for homeless children: | Some |

NOTES:

[a] Population of the city of Minneapolis, 1990.

[b] Eligible for services under PL94-142.

[c] Includes both instructional days in classroom plus other.

[d] Figure includes sum of all revenue from local, state, and federal sources divided by enrollment. Result is not equivalent or comparable to an average per pupil expenditure.

[e] All children prior to kindergarten have a developmental screening for fine and gross motor skills, cognitive, speech, language, social-emotional, hearing, vision, and growth. Family circumstances also assessed. School nurses screen children aged 3-5 in community centers, day care, parks, and recreation buildings for medical, vision, hearing, development, dental, nutrition, and history. Screening data maintained in file for 1 year. Diagnostic material up to 7 years. Children may be referred to special education depending on developmental delay; follow-up is done with family.

[f] Dropout rate is the number of students in grades 7-12 who have left school for one of six reasons divided by the number enrolled in those same grades.

[g] Data may not be comparable because of changes in State Department of Education dropout definition during this period.

[h] Data will be available beginning in 1991-92.

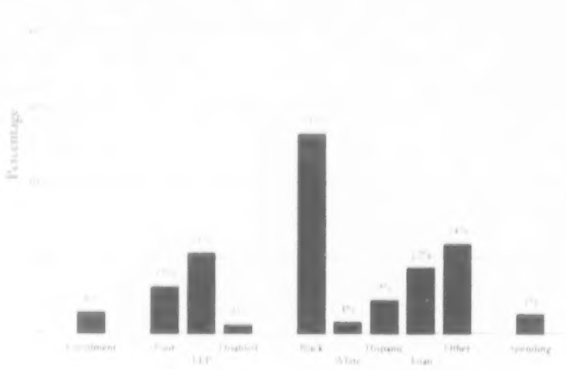
[i] California Achievement Tests (CAT) for grades 2, 3, 4, 6, 8, 10.

[j] Data do not include LEP or Special Ed students unless they are not receiving direct instructions from LEP or Special Ed programs.

[k] Fully Certified: English: 1,319 Elementary and 128 Secondary; Math: 1,319 Elementary and 117 Secondary; Science: 1,319 Elementary and 83 Secondary.

[l] 1989 data.

Minneapolis' Share of Minnesota Totals*



*Percentages are rounded to the nearest whole number.

# Nashville Public Schools

Size in nation: 39th

## STUDENT DEMOGRAPHICS:

| | |
|---|---|
| -Population of area served (1990): | 488,374[a] |
| -Public school enrollment (1990-91): | 67,056 |
| -Enrollment as % of total area population: | 13.7% |
| -Enrollment as % of total 5-17 year old population: | 89.7% |
| -Percent change in enrollment (1980-1990): | -2.6% |
| -Percent of enrollment African-American: | 38.2% |
| -Percent of enrollment Hispanic: | 0.6% |
| -Percent of enrollment Asian or Pacific Islander: | 2.4% |
| -Percent of enrollment Native American or other: | 0.2% |
| -Percent of enrollment white: | 58.6% |
| -Percent of enrollment free or reduced price lunch: | 41.3% |
| -Percent of enrollment limited-English proficient: | 1.3% |
| -Percent of enrollment disabled: | 10.7%[b] |
| -Number of languages spoken: | 37 |
| -Percent of state's total enrollment: | 8.1% |
| -Percent of state's total school poor: | 11.0% |
| -Percent of state's total limited-English proficient: | 23.0% |
| -Percent of state's total disabled: | 7.8% |
| -Percent of state's total African-American: | 13.8% |
| -Percent of state's total Hispanic: | 16.3% |
| -Percent of state's total Asian or Pacific Islander: | 24.0% |
| -Percent of state's total Native American or other: | NA |
| -Percent of state's total white: | 6.2% |

## DISTRICT CHARACTERISTICS:

| | |
|---|---|
| -Number of School Board members: | 9 |
| -How School Board is chosen: | Elected |
| -School Board term of office (years): | 6 |
| -Year current superintendent was hired: | 1992 |
| -Number of days teachers are on duty: | 185 |
| -Teacher bargaining unit: | NEA |
| -Total number of schools: | 121 |
| -Court order for desegregation: | Federal |

## FINANCES:

| | |
|---|---|
| -Bonded debt rating: | NA |
| -Total revenues per student: | $4,112[d] |
| -Percent of revenues from local sources: | 59.0% |
| -Percent of revenues from state sources: | 33.4% |
| -Percent of revenues from federal sources: | 7.6% |
| -Local school taxing authority: | Dependent |
| -Percent of state's elementary and secondary expenditures: | 6.5% |

## GOAL INDICATORS:

### *Goal 1: Readiness to Learn*

| | |
|---|---|
| 1. Data collected to assess readiness for kindergarten: | No[c] |
| 2. Percent of entering 1st graders with: | |
| -full day of kindergarten: | NA |
| -half day of kindergarten: | NA |
| -no prior schooling: | NA |
| -undetermined: | NA |
| 3. Number of pre-kindergarten pupils per teacher: | 9.9[f] |
| 4. Number of kindergarten pupils per teacher: | 17.6[g] |
| 5. State requires early childhood staff credential: | Yes |
| 6. Percent of pre-kindergarten staff with early childhood credential: | 44.4% |
| 7. Percent of kindergarten staff credentialed as elementary school teachers: | 81.9%[h] |
| 8. Schools with child care for infants of teen mothers: | Some |
| 9. Schools with parenting programs for adults: | Some |
| 10. Schools with parenting programs for teens: | Some |
| 11. Schools with programs for latchkey students: | Some |

### *Goal 2: Increased Graduation Rates*

| | |
|---|---|
| 1. Total number of graduates: | 3,175 |
| 2. Annual dropout rate (1990-91): | 10.5%[i] |
| 3. Percent change in annual dropout rate (1989-91): | +14.1% |
| 4. 4-year dropout rate (1990-91): | 35.8%[j] |
| 5. Percent change in 4-year dropout rate (1988-91): | NA |
| 6. Attendance rate: | 91.4% |
| 7. Schools with adult education programs: | Some |
| 8. Schools with academic programs for teen moms: | Some |

### *Goal 3: Improved Academic Achievement*

| | |
|---|---|
| Reading: | |
| 1. Standardized test(s) administered: | CTBS[k] |
| 2. Percent of students scoring in bottom quarter: | 23.4% |
| 3. Percent of students scoring in top quarter: | 25.1% |
| 4. Percent of students scoring above national norm: | 50.4% |
| Math: | |
| 5. Standardized test(s) administered: | CTBS[k] |
| 6. Percent of students scoring in bottom quarter: | 23.1% |
| 7. Percent of students scoring in top quarter: | 27.2% |
| 8. Percent of students scoring above national norm | 52.0% |
| 9. Percent of 10th graders successfully completing first year algebra: | NA |
| 10. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate English: | 5.7% |
| 11. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate Math: | 2.8% |
| 12. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate Science: | 4.6% |

# Nashville Public Schools

| | | |
|---|---|---|
| 13. Schools with site-based management: | Some | |
| 14. Schools with magnet programs: | Some | |
| 15. Schools with public school choice: | None | |
| 16. Schools with alternative assessment programs: | Some | |

## *Goal 4: Quality Teachers*

| | | |
|---|---|---|
| 1. Total number of teachers: | 3,657 | |
| 2. Percent of English teachers fully certified: | NA | |
| 3. Percent of Math teachers fully certified: | NA | |
| 4. Percent of Science teachers fully certified: | NA | |
| 5. Percent of teachers who are minority: | 24.2% | |
| 6. Average teacher salary: | $30,790 | |
| 7. Average class size: | 26.1 | |
| 8. Schools with future teacher programs: | None | |
| 9. Schools with teacher or staff in-service training in urban culture or race relations: | Some | |

## *Goal 5: Postsecondary Opportunities*

| | | |
|---|---|---|
| 1. Percent of graduates: | | |
| -enrolled in postsecondary vocational programs: | 13.9% | l |
| -enrolled in four-year colleges: | 44.0% | l |
| -enrolled in two-year colleges: | 5.5% | l |
| -performing military service: | 4.7% | l |
| -employed full-time: | 24.8% | l |
| -undetermined: | 7.1% | l |
| 2. Schools with higher education awareness programs for middle school students: | All | |
| 3. Schools with voter registration programs: | Some | |
| 4. Schools with community service programs: | Some | |
| 5. Schools with job training programs for youth: | Some | |
| 6. Schools with business collaboratives: | All | |

## *Goal 6: Safe and Caring Environment*

| | | |
|---|---|---|
| 1. Drug/alcohol incidents per 1,000 students: | 1.8 | m |
| 2. Number of schools with health clinics: | 2 | n |
| 3. Number of student visits to health clinics: | NA | |
| 4. Schools with drug education programs: | All | |
| 5. Total amount of deferred maintenance (millions of dollars): | $8.5 | |
| 6. Schools with HIV and STD prevention programs: | All | |
| 7. Schools with nutrition education programs: | Some | |
| 8. Schools with programs for children of drug-addicted parents: | Some | |
| 9. Schools with programs to reduce student suicide and stress: | Some | |
| 10. Schools with programs to reduce crime and gangs: | None | |
| 11. Schools with pregnancy prevention programs: | None | |
| 12. Schools with programs for homeless children: | None | |

NOTES:

a Population of the city of Nashville, 1990.

b Eligible for services under PL94-142.

c Includes both instructional days in classroom plus other.

d Figure includes sum of all revenue from local, state, and federal sources divided by enrollment. Result is not equivalent or comparable to an average per pupil expenditure.

e No Pre-K screening because kindergarten is not mandated. Screening is done after kindergarten. Kindergarten will be mandatory by Fall, 1993.

f Data include 5 teachers and 4 paraprofessionals.

g Data include 271 teachers and 60 paraprofessionals.

h All 271 kindergarten teachers are certified.

i Dropout rate is number of students in grades 9-12 withdrawing from school for six identified reasons divided by "net enrollment."

j Based on NCES' methodology for calculating Cohort Dropout Rate.

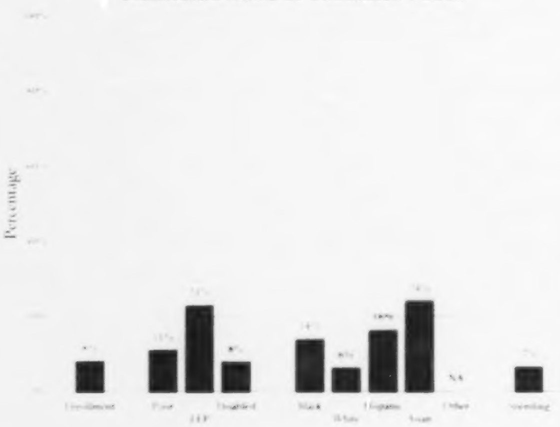
k Comprehensive Tests of Basic Skills (CTBS) for grades 1-8, 10.

l Figures based on 1990 graduates. 1991 follow-up data will not be available until January, 1992. LEP and Special Ed figures are included in those provided.

m 53 Special Education incidents not included in 121 total.

n The school system funds no health clinics. The Department of Public Health operated health clinics in 2 schools.

Nashville's Share of Tennessee Totals*



*Percentages are rounded to the nearest whole number

# New Orleans Parish Schools

Size in nation: 27th

## STUDENT DEMOGRAPHICS:

| | |
|---|---|
| -Population of area served (1990): | 496,938 |
| -Public school enrollment (1990-91): | 82,609 |
| -Enrollment as % of total area population: | 16.6% |
| -Enrollment as % of total 5-17 year old population: | 85.3% |
| -Percent change in enrollment (1980-1990): | -0.6% |
| -Percent of enrollment African-American: | 87.8% |
| -Percent of enrollment Hispanic: | 1.5% |
| -Percent of enrollment Asian or Pacific Islander: | 3.1% |
| -Percent of enrollment Native American or other: | 0.0% |
| -Percent of enrollment white: | 7.6% |
| -Percent of enrollment free or reduced price lunch: | 74.0% |
| -Percent of enrollment limited-English proficient: | 2.2% |
| -Percent of enrollment disabled: | 6.1% |
| -Number of languages spoken: | NA |
| -Percent of state's total enrollment: | 10.5% |
| -Percent of state's total school poor: | 15.2% |
| -Percent of state's total limited-English proficient: | 21.5% |
| -Percent of state's total disabled: | 8.1% |
| -Percent of state's total African-American: | 20.7% |
| -Percent of state's total Hispanic: | 15.9% |
| -Percent of state's total Asian or Pacific Islander: | 29.0% |
| -Percent of state's total Native American or other: | 0.6% |
| -Percent of state's total white: | 1.5% |

## DISTRICT CHARACTERISTICS:

| | |
|---|---|
| -Number of School Board members: | 5 |
| -How School Board is chosen: | Elected |
| -School Board term of office (years): | 6 |
| -Year current superintendent was hired: | 1985 |
| -Number of days teachers are on duty: | NA |
| -Teacher bargaining unit: | AFT |
| -Total number of schools: | 122 |
| -Court order for desegregation: | Federal |

## FINANCES:

| | |
|---|---|
| -Bonded debt rating: | Aaa |
| -Total revenues per student: | $4,174 |
| -Percent of revenues from local sources: | 38.0% |
| -Percent of revenues from state sources: | 48.0% |
| -Percent of revenues from federal sources: | 14.0% |
| -Local school taxing authority: | Indepen. |
| -Percent of state's elementary and secondary expenditures: | 9.6% |

## GOAL INDICATORS:

### *Goal 1: Readiness to Learn*

| | |
|---|---|
| 1. Data collected to assess readiness for kindergarten: | NA |
| 2. Percent of entering 1st graders with: | |
| -full day of kindergarten: | NA |
| -half day of kindergarten: | NA |
| -no prior schooling: | NA |
| -undetermined: | NA |
| 3. Number of pre-kindergarten pupils per teacher: | NA |
| 4. Number of kindergarten pupils per teacher: | NA |
| 5. State requires early childhood staff credential: | NA |
| 6. Percent of pre-kindergarten staff with early childhood credential: | NA |
| 7. Percent of kindergarten staff credentialed as elementary school teachers: | NA |
| 8. Schools with child care for infants of teen mothers: | NA |
| 9. Schools with parenting programs for adults: | NA |
| 10. Schools with parenting programs for teens: | NA |
| 11. Schools with programs for latchkey students: | NA |

### *Goal 2: Increased Graduation Rates*

| | |
|---|---|
| 1. Total number of graduates: | NA |
| 2. Annual dropout rate (1990-91): | NA |
| 3. Percent change in annual dropout rate (1988-91): | NA |
| 4. 4-year dropout rate (1990-91): | NA |
| 5. Percent change in 4-year dropout rate (1988-91): | NA |
| 6. Attendance rate: | NA |
| 7. Schools with adult education programs: | NA |
| 8. Schools with academic programs for teen moms: | NA |

### *Goal 3: Improved Academic Achievement*

| | |
|---|---|
| Reading: | |
| 1. Standardized test(s) administered: | NA |
| 2. Percent of students scoring in bottom quarter: | NA |
| 3. Percent of students scoring in top quarter: | NA |
| 4. Percent of students scoring above national norm: | NA |
| Math: | |
| 5. Standardized test(s) administered: | NA |
| 6. Percent of students scoring in bottom quarter: | NA |
| 7. Percent of students scoring in top quarter: | NA |
| 8. Percent of students scoring above national norm | NA |
| 9. Percent of 10th graders successfully completing first year algebra: | NA |
| 10. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate English: | NA |
| 11. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate Math: | NA |
| 12. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate Science: | NA |

# New Orleans Parish Schools

| | |
|---|---|
| 13. Schools with site-based management: | NA |
| 14. Schools with magnet programs: | NA |
| 15. Schools with public school choice: | NA |
| 16. Schools with alternative assessment programs: | NA |

### *Goal 4: Quality Teachers*

| | |
|---|---|
| 1. Total number of teachers: | NA |
| 2. Percent of English teachers fully certified: | NA |
| 3. Percent of Math teachers fully certified: | NA |
| 4. Percent of Science teachers fully certified: | NA |
| 5. Percent of teachers who are minority: | NA |
| 6. Average teacher salary: | NA |
| 7. Average class size: | NA |
| 8. Schools with future teacher programs: | NA |
| 9. Schools with teacher or staff in-service training in urban culture or race relations: | NA |

### *Goal 5: Postsecondary Opportunities*

| | |
|---|---|
| 1. Percent of graduates: | |
| -enrolled in postsecondary vocational programs: | NA |
| -enrolled in four-year colleges: | NA |
| -enrolled in two-year colleges: | NA |
| -performing military service: | NA |
| -employed full-time: | NA |
| -undetermined: | NA |
| 2. Schools with higher education awareness programs for middle school students: | NA |
| 3. Schools with voter registration programs: | NA |
| 4. Schools with community service programs: | NA |
| 5. Schools with job training programs for youth: | NA |
| 6. Schools with business collaboratives: | NA |

### *Goal 6: Safe and Caring Environment*

| | |
|---|---|
| 1. Drug/alcohol incidents per 1,000 students: | NA |
| 2. Number of schools with health clinics: | NA |
| 3. Number of student visits to health clinics: | NA |
| 4. Schools with drug education programs: | NA |
| 5. Total amount of deferred maintenance (millions of dollars): | NA |
| 6. Schools with HIV and STD prevention programs: | NA |
| 7. Schools with nutrition education programs: | NA |
| 8. Schools with programs for children of drug-addicted parents: | NA |
| 9. Schools with programs to reduce student suicide and stress: | NA |
| 10. Schools with programs to reduce crime and gangs: | NA |
| 11. Schools with pregnancy prevention programs: | NA |
| 12. Schools with programs for homeless children: | NA |

NOTES:

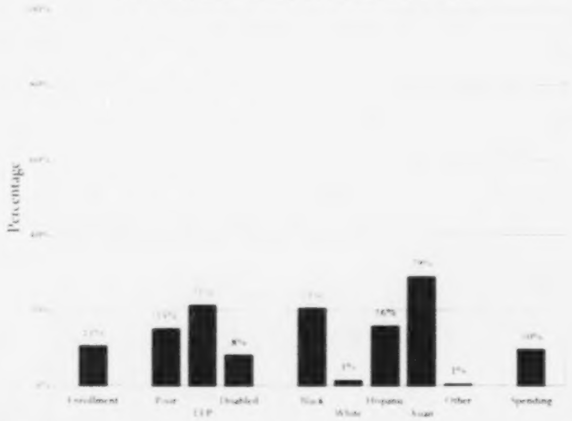
a Population of the city of New Orleans, 1990.

b Eligible for services under PL94-142.

c Includes both instructional days in classroom plus other.

d Figure includes sum of all revenue from local, state, and federal sources divided by enrollment. Result is not equivalent or comparable to an average per pupil expenditure.

New Orleans' Share of Louisiana Totals*



*Percentages are rounded to the nearest whole number.

# New York City Public Schools

Size in nation: 1st

## STUDENT DEMOGRAPHICS:

| | |
|---|---|
| -Population of area served (1990): | 7,322,564 [a] |
| -Public school enrollment (1990-91): | 955,514 |
| -Enrollment as % of total area population: | 13.0% |
| -Enrollment as % of total 5-17 year old population: | 82.9% |
| -Percent change in enrollment (1980-1990): | +1.3% |
| -Percent of enrollment African-American: | 38.0% |
| -Percent of enrollment Hispanic: | 35.0% |
| -Percent of enrollment Asian or Pacific Islander: | 7.9% |
| -Percent of enrollment Native American or other: | 0.1% |
| -Percent of enrollment white: | 19.0% |
| -Percent of enrollment free or reduced price lunch: | 63.6% |
| -Percent of enrollment limited-English proficient: | 13.1% |
| -Percent of enrollment disabled: | 13.1% [b] |
| -Number of languages spoken: | 115 |
| -Percent of state's total enrollment: | 37.2% |
| -Percent of state's total school poor: | 68.8% |
| -Percent of state's total limited-English proficient: | 74.5% |
| -Percent of state's total disabled: | 47.9% |
| -Percent of state's total African-American: | 71.3% |
| -Percent of state's total Hispanic: | 84.9% |
| -Percent of state's total Asian or Pacific Islander: | 70.2% |
| -Percent of state's total Native American or other: | 11.6% |
| -Percent of state's total white: | 11.7% |

## DISTRICT CHARACTERISTICS:

| | |
|---|---|
| -Number of School Board members: | 7 |
| -How School Board is chosen: | Appointed |
| -School Board term of office (years): | 4 |
| -Year current superintendent was hired: | 1990 |
| -Number of days teachers are on duty: | 190 [c] |
| -Teacher bargaining unit: | AFT |
| -Total number of schools: | 999 |
| -Court order for desegregation: | No [d] |

## FINANCES:

| | |
|---|---|
| -Bonded debt rating: | NA |
| -Total revenues per student: | $7,539 [e] |
| -Percent of revenues from local sources: | 45.8% |
| -Percent of revenues from state sources: | 44.7% |
| -Percent of revenues from federal sources: | 9.5% |
| -Local school taxing authority: | Dependent |
| -Percent of state's elementary and secondary expenditures: | 36.4% |

## GOAL INDICATORS:

### *Goal 1: Readiness to Learn*

| | |
|---|---|
| 1. Data collected to assess readiness for kindergarten: | Yes [f] |
| 2. Percent of entering 1st graders with: | |
| -full day of kindergarten: | 86.3% |
| -half day of kindergarten: | 0.0% |
| -no prior schooling: | 13.7% |
| -undetermined: | 0.0% |
| 3. Number of pre-kindergarten pupils per teacher: | 15.0 [g] |
| 4. Number of kindergarten pupils per teacher: | 16.2 [h] |
| 5. State requires early childhood staff credential: | No |
| 6. Percent of pre-kindergarten staff with early childhood credential: | NA |
| 7. Percent of kindergarten staff credentialed as elementary school teachers: | 22.8% [i] |
| 8. Schools with child care for infants of teen mothers: | Some |
| 9. Schools with parenting programs for adults: | Some |
| 10. Schools with parenting programs for teens: | Some |
| 11. Schools with programs for latchkey students: | Some |

### *Goal 2: Increased Graduation Rates*

| | |
|---|---|
| 1. Total number of graduates: | 34,290 |
| 2. Annual dropout rate (1990-91): | 6.8% [j] |
| 3. Percent change in annual dropout rate (1988-91): | -21.8% |
| 4. 4-year dropout rate (1990-91): | 17.2% [k] |
| 5. Percent change in 4-year dropout rate (1988-91): | -17.7% |
| 6. Attendance rate: | 85.3% |
| 7. Schools with adult education programs: | Some |
| 8. Schools with academic programs for teen moms: | Some |

### *Goal 3: Improved Academic Achievement*

| | |
|---|---|
| Reading: | |
| 1. Standardized test(s) administered: | DRP [l] |
| 2. Percent of students scoring in bottom quarter: | 24.8% [m] |
| 3. Percent of students scoring in top quarter: | 26.4% [m] |
| 4. Percent of students scoring above national norm: | 54.5% [m] |
| Math: | |
| 5. Standardized test(s) administered: | MAT 6 [n] |
| 6. Percent of students scoring in bottom quarter: | 18.3% [m] |
| 7. Percent of students scoring in top quarter: | 37.6% [m] |
| 8. Percent of students scoring above national norm | 60.8% [m] |
| 9. Percent of 10th graders successfully completing first year algebra: | 25.9% |
| 10. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate English: | 3.6% |
| 11. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate Math: | 4.2% |
| 12. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate Science: | 2.7% |

# New York City Public Schools

| | |
|---|---|
| 13. Schools with site-based management: | Some |
| 14. Schools with magnet programs: | Some |
| 15. Schools with public school choice: | Some |
| 16. Schools with alternative assessment programs: | All |

### *Goal 4: Quality Teachers*

| | |
|---|---|
| 1. Total number of teachers: | 57,263 |
| 2. Percent of English teachers fully certified: | NA |
| 3. Percent of Math teachers fully certified: | NA |
| 4. Percent of Science teachers fully certified: | NA |
| 5. Percent of teachers who are minority: | 32.4% |
| 6. Average teacher salary: | $39,344 |
| 7. Average class size: | 30.9 [o] |
| 8. Schools with future teacher programs: | Some |
| 9. Schools with teacher or staff in-service training in urban culture or race relations: | All |

### *Goal 5: Postsecondary Opportunities*

| | |
|---|---|
| 1. Percent of graduates: | |
| -enrolled in postsecondary vocational programs: | 2.5% [p] |
| -enrolled in four-year colleges: | 52.0% [p] |
| -enrolled in two-year colleges: | 19.8% [p] |
| -performing military service: | 2.0% [p] |
| -employed full-time: | 8.0% [p] |
| -undetermined: | 15.7% [p] |
| 2. Schools with higher education awareness programs for middle school students: | All |
| 3. Schools with voter registration programs: | All |
| 4. Schools with community service programs: | All |
| 5. Schools with job training programs for youth: | All |
| 6. Schools with business collaboratives: | All |

### *Goal 6: Safe and Caring Environment*

| | |
|---|---|
| 1. Drug/alcohol incidents per 1,000 students: | 0.1 |
| 2. Number of schools with health clinics: | 89 |
| 3. Number of student visits to health clinics: | NA |
| 4. Schools with drug education programs: | All |
| 5. Total amount of deferred maintenance (millions of dollars): | $500.0 |
| 6. Schools with HIV and STD prevention programs: | All |
| 7. Schools with nutrition education programs: | All |
| 8. Schools with programs for children of drug-addicted parents: | Some |
| 9. Schools with programs to reduce student suicide and stress: | All |
| 10. Schools with programs to reduce crime and gangs: | Some |
| 11. Schools with pregnancy prevention programs: | All |
| 12. Schools with programs for homeless children: | Some |

NOTES:

[a] Population of New York City (all five burroughs), 1990.

[b] Eligible for services under PL94-142.

[c] Includes both instructional days in classroom plus other.

[d] Several schools under consent decree.

[e] Figure includes sum of all revenue from local, state, and federal sources divided by enrollment. Result is not equivalent or comparable to an average per pupil expenditure.

[f] In most NYC districts, a version of the Structure of Intellect test (SOI) is used to screen fine motor and cognitive domains. Other checklists are used for students whose home languages are other than English and translated tests are not available. Students are referred for further evaluation on the basis of scores to determine need for special education and gifted programs.

[g] Data include 403 teachers and 403 paraprofessionals.

[h] Data include 2,582 teachers and 1,400 paraprofessionals.

[i] Based on a smaller population (1,066) according to the Human Resources System.

[j] Dropout rate is the number of students age 14 or older who have dropped out of school divided by October 31 Audited Register.

[k] Dropout rate is based on the class of 1991. Data are a true cohort of 70,510 students who after four years of high school, 17.2% had dropped out, 38.9% had graduated, 16.0% were discharged to other school settings, and 27.8% were still enrolled. Based on studies of previous cohorts, the dropout rate of individuals by age 21 is expected to be between 25.0% and 30.0%.

[l] Degrees of Reading Power (DRP) for grades 2-10.

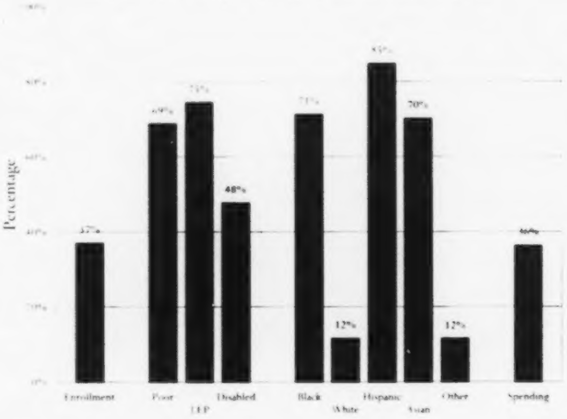
[m] Total number of students tested and total number in each quarter include general education and resource room students only (i.e. totals do not include special education students.)

[n] Metropolitan Achievement Tests (MAT) for grades 2-8.

[o] Data for grades 9-12. Median class size for grades K-9 is 27.0.

[p] Data excludes August graduates (3,692), those who did not respond, and those who had other plans. Special Ed: included in total.

New York City's Share of New York Totals*



*Percentages are rounded to the nearest whole number.

# Norfolk Public Schools

Size in nation: 108th

## STUDENT DEMOGRAPHICS:

| | |
|---|---|
| -Population of area served (1990): | 261,229 [a] |
| -Public school enrollment (1990-91): | 35,096 |
| -Enrollment as % of total area population: | 13.4% |
| -Enrollment as % of total 5-17 year old population: | 94.4% |
| -Percent change in enrollment (1980-1990): | -6.3% |
| -Percent of enrollment African-American: | 59.4% |
| -Percent of enrollment Hispanic: | 1.2% |
| -Percent of enrollment Asian or Pacific Islander: | 2.6% |
| -Percent of enrollment Native American or other: | 0.3% |
| -Percent of enrollment white: | 36.5% |
| -Percent of enrollment free or reduced price lunch: | 48.4% |
| -Percent of enrollment limited-English proficient: | 0.4% |
| -Percent of enrollment disabled: | 4.9% [b] |
| -Number of languages spoken: | NA |
| -Percent of state's total enrollment: | 3.5% |
| -Percent of state's total school poor: | 8.2% |
| -Percent of state's total limited-English proficient: | 1.0% |
| -Percent of state's total disabled: | 1.8% |
| -Percent of state's total African-American: | NA |
| -Percent of state's total Hispanic: | NA |
| -Percent of state's total Asian or Pacific Islander: | NA |
| -Percent of state's total Native American or other: | NA |
| -Percent of state's total white: | NA |

## DISTRICT CHARACTERISTICS:

| | |
|---|---|
| -Number of School Board members: | 7 |
| -How School Board is chosen: | Appointed |
| -School Board term of office (years): | 2 |
| -Year current superintendent was hired: | 1992 |
| -Number of days teachers are on duty: | 190 [c] |
| -Teacher bargaining unit: | NEA |
| -Total number of schools: | 58 |
| -Court order for desegregation: | Unitary |

## FINANCES:

| | |
|---|---|
| -Bonded debt rating: | NA |
| -Total revenues per student: | $5,664 [d] |
| -Percent of revenues from local sources: | 47.2% |
| -Percent of revenues from state sources: | 42.4% |
| -Percent of revenues from federal sources: | 10.4% |
| -Local school taxing authority: | Dependent |
| -Percent of state's elementary and secondary expenditures: | 4.7% |

## GOAL INDICATORS:

### *Goal 1: Readiness to Learn*

| | |
|---|---|
| 1. Data collected to assess readiness for kindergarten: | **Yes** [e] |
| 2. Percent of entering 1st graders with: | |
| -full day of kindergarten: | **73.5%** |
| -half day of kindergarten: | **0.0%** |
| -no prior schooling: | **26.5%** |
| -undetermined: | **0.0%** |
| 3. Number of pre-kindergarten pupils per teacher: | **22.0** [f] |
| 4. Number of kindergarten pupils per teacher: | **25.0** [g] |
| 5. State requires early childhood staff credential: | **No** [h] |
| 6. Percent of pre-kindergarten staff with early childhood credential: | **100.0%** |
| 7. Percent of kindergarten staff credentialed as elementary school teachers: | **100.0%** |
| 8. Schools with child care for infants of teen mothers: | **Some** |
| 9. Schools with parenting programs for adults: | **Some** |
| 10. Schools with parenting programs for teens: | **Some** |
| 11. Schools with programs for latchkey students: | **Some** |

### *Goal 2: Increased Graduation Rates*

| | |
|---|---|
| 1. Total number of graduates: | **1,146** |
| 2. Annual dropout rate (1990-91): | **4.2%** [i] |
| 3. Percent change in annual dropout rate (1988-91): | **-39.1%** |
| 4. 4-year dropout rate (1990-91): | **NA** |
| 5. Percent change in 4-year dropout rate (1988-91): | **NA** |
| 6. Attendance rate: | **NA** |
| 7. Schools with adult education programs: | **Some** |
| 8. Schools with academic programs for teen moms: | **Some** |

### *Goal 3: Improved Academic Achievement*

| | |
|---|---|
| Reading: | |
| 1. Standardized test(s) administered: | **ITBS/TAP** [j] |
| 2. Percent of students scoring in bottom quarter: | **26.8%** |
| 3. Percent of students scoring in top quarter: | **16.0%** |
| 4. Percent of students scoring above national norm: | **41.1%** |
| Math: | |
| 5. Standardized test(s) administered: | **ITBS/TAP** [j] |
| 6. Percent of students scoring in bottom quarter: | **23.3%** |
| 7. Percent of students scoring in top quarter: | **19.7%** |
| 8. Percent of students scoring above national norm | **47.2%** |
| 9. Percent of 10th graders successfully completing first year algebra: | **NA** |
| 10. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate English: | **4.0%** |
| 11. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate Math: | **2.0%** |
| 12. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate Science: | **2.1%** |

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# Norfolk Public Schools

| | |
|---|---|
| 13. Schools with site-based management: | Some |
| 14. Schools with magnet programs: | None |
| 15. Schools with public school choice: | Some |
| 16. Schools with alternative assessment programs: | Some |

## *Goal 4: Quality Teachers*

| | |
|---|---|
| 1. Total number of teachers: | 2,055 |
| 2. Percent of English teachers fully certified: | 100.0% |
| 3. Percent of Math teachers fully certified: | 100.0% |
| 4. Percent of Science teachers fully certified: | 100.0% |
| 5. Percent of teachers who are minority: | 37.8% |
| 6. Average teacher salary: | $32,170 |
| 7. Average class size: | 25.5 [k] |
| 8. Schools with future teacher programs: | Some |
| 9. Schools with teacher or staff in-service training in urban culture or race relations: | Some |

## *Goal 5: Postsecondary Opportunities*

| | |
|---|---|
| 1. Percent of graduates: | |
| -enrolled in postsecondary vocational programs: | 14.3% [l] |
| -enrolled in four-year colleges: | 51.3% [l] |
| -enrolled in two-year colleges: | 11.8% [l] |
| -performing military service: | 0.0% [l] |
| -employed full-time: | 22.6% [l] |
| -undetermined: | 0.0% [l] |
| 2. Schools with higher education awareness programs for middle school students: | All |
| 3. Schools with voter registration programs: | Some |
| 4. Schools with community service programs: | Some |
| 5. Schools with job training programs for youth: | Some |
| 6. Schools with business collaboratives: | Some |

## *Goal 6: Safe and Caring Environment*

| | |
|---|---|
| 1. Drug/alcohol incidents per 1,000 students: | 2.7 |
| 2. Number of schools with health clinics: | 58 |
| 3. Number of student visits to health clinics: | NA |
| 4. Schools with drug education programs: | All |
| 5. Total amount of deferred maintenance (millions of dollars): | $0.0 |
| 6. Schools with HIV and STD prevention programs: | All |
| 7. Schools with nutrition education programs: | All |
| 8. Schools with programs for children of drug-addicted parents: | Some |
| 9. Schools with programs to reduce student suicide and stress: | All |
| 10. Schools with programs to reduce crime and gangs: | Some |
| 11. Schools with pregnancy prevention programs: | Some |
| 12. Schools with programs for homeless children: | None |

## NOTES:

a Population of the city of Norfolk, 1990.

b Eligible for services under PL94-142.

c Includes both instructional days in classroom plus other.

d Figure includes sum of all revenue from local, state, and federal sources divided by enrollment. Result is not equivalent or comparable to an average per pupil expenditure.

e The district administers and scores the Brigance K-1 Screen. Results are not used for placement but are used to assist teachers in planning for individual differences as well as alerting teachers of severe learning needs.

f Data pertain to Pre-K teachers and include 12 paraprofessionals.

g Data pertain to kindergarten teachers.

h "Yes" for kindergarten.

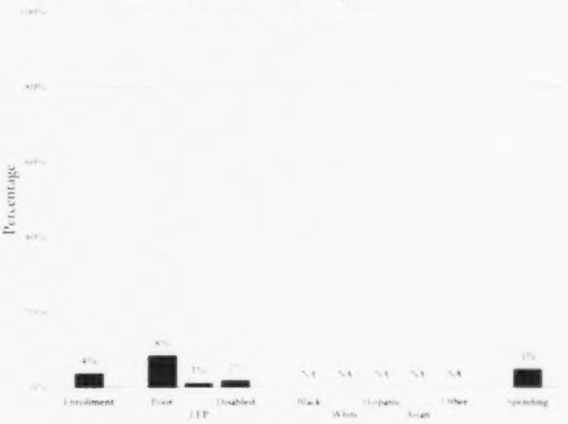
i Dropout rate is the number of students in grade 7-12 who dropped out during the school year and summer divided by end-of-year membership.

j Iowa Tests of Basic Skills (ITBS) for grades 3, 4, 7, 8; Tests of Achievement and Proficiency (TAP) for grade 11.

k Does not include "Resource" teachers.

l Data based on what students were "planning" to do. Actual follow-up data indicates 75 vocational, 103 2-year college, and 450 4-year college. Vocational data includes military service data.

Norfolk's Share of Virginia Totals*



*Percentages are rounded to the nearest whole number

# Oakland Unified School District

Size in nation: 61st

## STUDENT DEMOGRAPHICS:

| | |
|---|---|
| -Population of area served (1990): | 372,242 [a] |
| -Public school enrollment (1990-91): | 52,119 [b] |
| -Enrollment as % of total area population: | 14.0% |
| -Enrollment as % of total 5-17 year old population: | 85.1% |
| -Percent change in enrollment (1980-1990): | +5.9% |
| -Percent of enrollment African-American: | 56.6% [b] |
| -Percent of enrollment Hispanic: | 15.8% [b] |
| -Percent of enrollment Asian or Pacific Islander: | 18.9% [b] |
| -Percent of enrollment Native American or other: | 0.4% [b] |
| -Percent of enrollment white: | 8.4% [b] |
| -Percent of enrollment free or reduced price lunch: | 48.4% |
| -Percent of enrollment limited-English proficient: | 25.4% |
| -Percent of enrollment disabled: | 9.5% [c] |
| -Number of languages spoken: | 60 |
| -Percent of state's total enrollment: | 1.1% |
| -Percent of state's total school poor: | 1.7% |
| -Percent of state's total limited-English proficient: | 1.3% |
| -Percent of state's total disabled: | 1.2% |
| -Percent of state's total African-American: | 6.7% |
| -Percent of state's total Hispanic: | 0.5% |
| -Percent of state's total Asian or Pacific Islander: | 1.8% |
| -Percent of state's total Native American or other: | 0.5% |
| -Percent of state's total white: | 0.2% |

## DISTRICT CHARACTERISTICS:

| | |
|---|---|
| -Number of School Board members: | 7 |
| -How School Board is chosen: | Elected |
| -School Board term of office (years): | 4 |
| -Year current superintendent was hired: | 1990 |
| -Number of days teachers are on duty: | 183 [d] |
| -Teacher bargaining unit: | NEA |
| -Total number of schools: | 89 |
| -Court order for desegregation: | NA |

## FINANCES:

| | |
|---|---|
| -Bonded debt rating: | A |
| -Total revenues per student: | $4,305 [e] |
| -Percent of revenues from local sources: | 13.7% |
| -Percent of revenues from state sources: | 77.5% |
| -Percent of revenues from federal sources: | 8.8% |
| -Local school taxing authority: | Indepen. |
| -Percent of state's elementary and secondary expenditures: | 1.0% |

## GOAL INDICATORS:

### *Goal 1: Readiness to Learn*

| | |
|---|---|
| 1. Data collected to assess readiness for kindergarten: | Yes [f] |
| 2. Percent of entering 1st graders with: | |
| -full day of kindergarten: | 0.0% |
| -half day of kindergarten: | 100.0% |
| -no prior schooling: | 0.0% |
| -undetermined: | 0.0% |
| 3. Number of pre-kindergarten pupils per teacher: | 8.0 [g] |
| 4. Number of kindergarten pupils per teacher: | 27.0 [h] |
| 5. State requires early childhood staff credential: | No [i] |
| 6. Percent of pre-kindergarten staff with early childhood credential: | 100.0% [i] |
| 7. Percent of kindergarten staff credentialed as elementary school teachers: | 100.0% [i] |
| 8. Schools with child care for infants of teen mothers: | Some |
| 9. Schools with parenting programs for adults: | Some |
| 10. Schools with parenting programs for teens: | Some |
| 11. Schools with programs for latchkey students: | Some |

### *Goal 2: Increased Graduation Rates*

| | |
|---|---|
| 1. Total number of graduates: | 1,970 |
| 2. Annual dropout rate (1990-91): | 9.9% |
| 3. Percent change in annual dropout rate (1988-91): | -15.4% |
| 4. 4-year dropout rate (1990-91): | 26.0% [j] |
| 5. Percent change in 4-year dropout rate (1988-91): | -16.1% |
| 6. Attendance rate: | 81.6% |
| 7. Schools with adult education programs: | Some |
| 8. Schools with academic programs for teen moms: | All |

### *Goal 3: Improved Academic Achievement*

| | |
|---|---|
| Reading: | |
| 1. Standardized test(s) administered: | CTBS [k] |
| 2. Percent of students scoring in bottom quarter: | 42.1% |
| 3. Percent of students scoring in top quarter: | 13.1% |
| 4. Percent of students scoring above national norm: | 29.5% |
| Math: | |
| 5. Standardized test(s) administered: | CTBS [k] |
| 6. Percent of students scoring in bottom quarter: | 24.6% |
| 7. Percent of students scoring in top quarter: | 21.0% |
| 8. Percent of students scoring above national norm | 39.7% |
| 9. Percent of 10th graders successfully completing first year algebra: | NA |
| 10. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate English: | NA |
| 11. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate Math: | NA |
| 12. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate Science: | NA |

# Oakland Unified School District

| | | |
|---|---|---|
| 13. Schools with site-based management: | Some | |
| 14. Schools with magnet programs: | Some | |
| 15. Schools with public school choice: | Some | |
| 16. Schools with alternative assessment programs: | None | |

### *Goal 4: Quality Teachers*

| | | |
|---|---|---|
| 1. Total number of teachers: | 2,254 | |
| 2. Percent of English teachers fully certified: | 100.0% | |
| 3. Percent of Math teachers fully certified: | 100.0% | |
| 4. Percent of Science teachers fully certified: | 100.0% | |
| 5. Percent of teachers who are minority: | 50.3% | |
| 6. Average teacher salary: | $40,000 | |
| 7. Average class size: | NA | |
| 8. Schools with future teacher programs: | Some | |
| 9. Schools with teacher or staff in-service training in urban culture or race relations: | Some | |

### *Goal 5: Postsecondary Opportunities*

| | | |
|---|---|---|
| 1. Percent of graduates: | | |
| -enrolled in postsecondary vocational programs: | 0.0% | |
| -enrolled in four-year colleges: | 19.0% | l |
| -enrolled in two-year colleges: | 28.0% | l |
| -performing military service: | 2.0% | |
| -employed full-time: | 0.0% | |
| -undetermined: | 51.0% | |
| 2. Schools with higher education awareness programs for middle school students: | Some | |
| 3. Schools with voter registration programs: | Some | |
| 4. Schools with community service programs: | Some | |
| 5. Schools with job training programs for youth: | Some | |
| 6. Schools with business collaboratives: | Some | |

### *Goal 6: Safe and Caring Environment*

| | | |
|---|---|---|
| 1. Drug/alcohol incidents per 1,000 students: | NA | |
| 2. Number of schools with health clinics: | 1 | |
| 3. Number of student visits to health clinics: | 9,448 | m |
| 4. Schools with drug education programs: | Some | |
| 5. Total amount of deferred maintenance (millions of dollars): | $2.0 | n |
| 6. Schools with HIV and STD prevention programs: | Some | |
| 7. Schools with nutrition education programs: | Some | |
| 8. Schools with programs for children of drug-addicted parents: | Some | |
| 9. Schools with programs to reduce student suicide and stress: | Some | |
| 10. Schools with programs to reduce crime and gangs: | Some | |
| 11. Schools with pregnancy prevention programs: | Some | |
| 12. Schools with programs for homeless children: | Some | |

## NOTES:

a Population of the city of Oakland, 1990.

b 923 students did not declare their ethnicity; race totals may not add to grand totals.

c Eligible for services under PL94-142.

d Includes both instructional days in classroom plus other.

e Figure includes sum of all revenue from local, state, and federal sources divided by enrollment. Result is not equivalent or comparable to an average per pupil expenditure.

f District uses the Kindergarten Checklist, a developmental instrument. Students determined not ready for kindergarten are eligible to receive Chapter 1 benefits.

g The district is required to maintain a 1:8 ratio of teachers to students.

h The district is required to maintain a 1:27 ratio of teachers to students.

i The State Commission on Teacher Preparation and Licensing requires preschool staff to hold valid children center permits.

j Data based on 3-year dropout rate rather than 4-year rate.

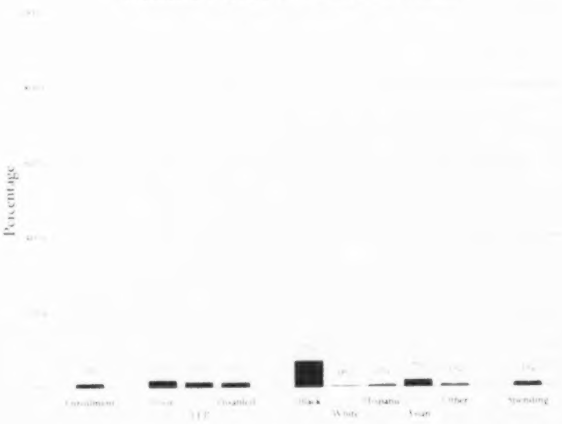
k Comprehensive Tests of Basic Skills (CTBS) for grades 3, 6, 9.

l Data for graduates attending California state colleges or universities only.

m Number of student contacts.

n There are also 700 portable classrooms in the district.

Oakland's Share of California Totals*



*Percentages are rounded to the nearest whole number

# Oklahoma City Public Schools

Size in nation: 110th

## STUDENT DEMOGRAPHICS:

| | |
|---|---|
| -Population of area served (1990): | 269,726 [a] |
| -Public school enrollment (1990-91): | 36,952 |
| -Enrollment as % of total area population: | 13.7% |
| -Enrollment as % of total 5-17 year old population: | NA |
| -Percent change in enrollment (1980-1990): | -9.8% |
| -Percent of enrollment African-American: | 39.3% |
| -Percent of enrollment Hispanic: | 8.8% |
| -Percent of enrollment Asian or Pacific Islander: | 2.5% |
| -Percent of enrollment Native American or other: | 4.7% |
| -Percent of enrollment white: | 44.6% |
| -Percent of enrollment free or reduced price lunch: | 52.0% |
| -Percent of enrollment limited-English proficient: | 6.3% |
| -Percent of enrollment disabled: | 12.5% [b] |
| -Number of languages spoken: | 25 |
| -Percent of state's total enrollment: | 6.4% |
| -Percent of state's total school poor: | 10.6% |
| -Percent of state's total limited-English proficient: | 14.6% |
| -Percent of state's total disabled: | 8.0% |
| -Percent of state's total African-American: | 25.3% |
| -Percent of state's total Hispanic: | 20.9% |
| -Percent of state's total Asian or Pacific Islander: | 14.8% |
| -Percent of state's total Native American or other: | 2.5% |
| -Percent of state's total white: | 3.8% |

## DISTRICT CHARACTERISTICS:

| | |
|---|---|
| -Number of School Board members: | 7 |
| -How School Board is chosen: | Elected |
| -School Board term of office (years): | 4 |
| -Year current superintendent was hired: | 1985 |
| -Number of days teachers are on duty: | 181 [c] |
| -Teacher bargaining unit: | AFT |
| -Total number of schools: | 84 |
| -Court order for desegregation: | Federal |

## FINANCES:

| | |
|---|---|
| -Bonded debt rating: | NA |
| -Total revenues per student: | $3,652 [d] |
| -Percent of revenues from local sources: | 41.6% |
| -Percent of revenues from state sources: | 51.9% |
| -Percent of revenues from federal sources: | 6.4% |
| -Local school taxing authority: | Indepen. |
| -Percent of state's elementary and secondary expenditures: | 4.9% |

## GOAL INDICATORS:

### *Goal 1: Readiness to Learn*

| | |
|---|---|
| 1. Data collected to assess readiness for kindergarten: | Yes [e] |
| 2. Percent of entering 1st graders with: | |
| -full day of kindergarten: | 15.3% |
| -half day of kindergarten: | 30.4% |
| -no prior schooling: | 38.3% |
| -undetermined: | 16.0% |
| 3. Number of pre-kindergarten pupils per teacher: | 9.8 |
| 4. Number of kindergarten pupils per teacher: | 32.4 |
| 5. State requires early childhood staff credential: | Yes |
| 6. Percent of pre-kindergarten staff with early childhood credential: | 100.0% |
| 7. Percent of kindergarten staff credentialed as elementary school teachers: | 100.0% |
| 8. Schools with child care for infants of teen mothers: | Some |
| 9. Schools with parenting programs for adults: | Some |
| 10. Schools with parenting programs for teens: | Some |
| 11. Schools with programs for latchkey students: | Some |

### *Goal 2: Increased Graduation Rates*

| | |
|---|---|
| 1. Total number of graduates: | 1,470 |
| 2. Annual dropout rate (1990-91): | 4.1% [f] |
| 3. Percent change in annual dropout rate (1988-91): | -30.5% |
| 4. 4-year dropout rate (1990-91): | 17.3% [g] |
| 5. Percent change in 4-year dropout rate (1988-91): | -47.9% |
| 6. Attendance rate: | 88.5% |
| 7. Schools with adult education programs: | Some |
| 8. Schools with academic programs for teen moms: | Some |

### *Goal 3: Improved Academic Achievement*

| | |
|---|---|
| Reading: | |
| 1. Standardized test(s) administered: | ITBS/TAP [h] |
| 2. Percent of students scoring in bottom quarter: | 28.1% |
| 3. Percent of students scoring in top quarter: | 15.0% |
| 4. Percent of students scoring above national norm: | 40.6% |
| Math: | |
| 5. Standardized test(s) administered: | ITBS/TAP [h] |
| 6. Percent of students scoring in bottom quarter: | 22.3% |
| 7. Percent of students scoring in top quarter: | 23.3% |
| 8. Percent of students scoring above national norm | 49.3% |
| 9. Percent of 10th graders successfully completing first year algebra: | 58.7% |
| 10. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate English: | 5.4% |
| 11. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate Math: | 1.7% |
| 12. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate Science: | 2.7% |

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# Oklahoma City Public Schools

| | |
|---|---|
| 13. Schools with site-based management: | All |
| 14. Schools with magnet programs: | Some |
| 15. Schools with public school choice: | All |
| 16. Schools with alternative assessment programs: | Some |

### *Goal 4: Quality Teachers*

| | |
|---|---|
| 1. Total number of teachers: | 1,940 |
| 2. Percent of English teachers fully certified: | 100.0% |
| 3. Percent of Math teachers fully certified: | 100.0% |
| 4. Percent of Science teachers fully certified: | 100.0% |
| 5. Percent of teachers who are minority: | 28.1% |
| 6. Average teacher salary: | $24,331 |
| 7. Average class size: | NA |
| 8. Schools with future teacher programs: | None |
| 9. Schools with teacher or staff in-service training in urban culture or race relations: | All |

### *Goal 5: Postsecondary Opportunities*

| | |
|---|---|
| 1. Percent of graduates: | |
| -enrolled in postsecondary vocational programs: | 10.4% |
| -enrolled in four-year colleges: | 49.5% |
| -enrolled in two-year colleges: | 17.3% |
| -performing military service: | 9.7% |
| -employed full-time: | 13.1% |
| -undetermined: | 0.0% |
| 2. Schools with higher education awareness programs for middle school students: | Some |
| 3. Schools with voter registration programs: | All |
| 4. Schools with community service programs: | None |
| 5. Schools with job training programs for youth: | All |
| 6. Schools with business collaboratives: | All |

### *Goal 6: Safe and Caring Environment*

| | |
|---|---|
| 1. Drug/alcohol incidents per 1,000 students: | NA |
| 2. Number of schools with health clinics: | 83 |
| 3. Number of student visits to health clinics: | 104,513 |
| 4. Schools with drug education programs: | All |
| 5. Total amount of deferred maintenance (millions of dollars): | NA |
| 6. Schools with HIV and STD prevention programs: | Some |
| 7. Schools with nutrition education programs: | All |
| 8. Schools with programs for children of drug-addicted parents: | Some |
| 9. Schools with programs to reduce student suicide and stress: | None |
| 10. Schools with programs to reduce crime and gangs: | Some |
| 11. Schools with pregnancy prevention programs: | Some |
| 12. Schools with programs for homeless children: | All |

## NOTES:

a Population of Oklahoma City, 1990, is 447,719. Data shown are for area covered by Oklahoma City School System only.

b Eligible for services under PL94-142.

c Includes both instructional days in classroom plus other

d Figure includes sum of all revenue from local, state, and federal sources divided by enrollment. Result is not equivalent or comparable to an average per pupil expenditure.

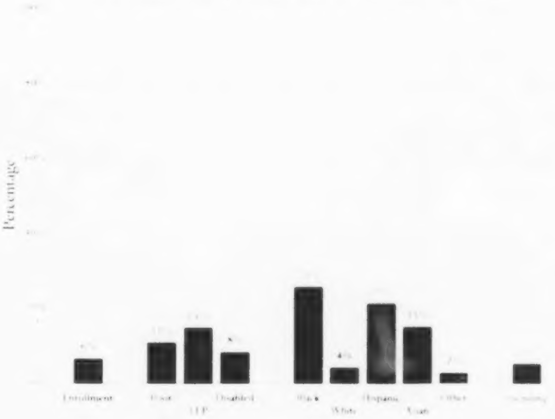
e Students are screened using the Brigance Screening Inventory. In addition, an age-equivalent score is obtained for vocabulary and social awareness. A school-based committee uses Brigance results plus all other relevant data to determine kindergarten readiness. If it is determined that a student will not enter kindergarten this year, he or she must enter kindergarten next year.

f Dropout rate is the number of students in grades 7-12 who drop out divided by the end-of-first quarter enrollment.

g Dropout rate is the annual dropout rate for each grade 9-12 added together.

h Iowa Tests of Basic Skills (ITBS) and Tests of Achievement and Proficiency (TAP) for grades 1-11.

Oklahoma City's Share of Oklahoma Totals*



*Percentages are rounded to the nearest whole number.

# Omaha Public Schools

Size in nation: 89th

## STUDENT DEMOGRAPHICS:

| | |
|---|---|
| -Population of area served (1990): | 335,795 [a] |
| -Public school enrollment (1990-91): | 41,699 |
| -Enrollment as % of total area population: | 12.4% |
| -Enrollment as % of total 5-17 year old population: | 71.2% |
| -Percent change in enrollment (1980-1990): | -6.5% |
| -Percent of enrollment African-American: | 27.7% |
| -Percent of enrollment Hispanic: | 4.0% |
| -Percent of enrollment Asian or Pacific Islander: | 1.1% |
| -Percent of enrollment Native American or other: | 1.4% |
| -Percent of enrollment white: | 65.9% |
| -Percent of enrollment free or reduced price lunch: | 47.3% |
| -Percent of enrollment limited-English proficient: | 0.9% |
| -Percent of enrollment disabled: | 13.2% [b] |
| -Number of languages spoken: | 22 |
| -Percent of state's total enrollment: | 15.2% |
| -Percent of state's total school poor: | 30.3% |
| -Percent of state's total limited-English proficient: | 28.6% |
| -Percent of state's total disabled: | 19.4% |
| -Percent of state's total African-American: | 78.1% |
| -Percent of state's total Hispanic: | 23.4% |
| -Percent of state's total Asian or Pacific Islander: | 17.8% |
| -Percent of state's total Native American or other: | 19.0% |
| -Percent of state's total white: | 11.1% |

## DISTRICT CHARACTERISTICS:

| | |
|---|---|
| -Number of School Board members: | 12 |
| -How School Board is chosen: | Elected |
| -School Board term of office (years): | 4 |
| -Year current superintendent was hired: | 1984 |
| -Number of days teachers are on duty: | 190 [c] |
| -Teacher bargaining unit: | NEA |
| -Total number of schools: | 80 |
| -Court order for desegregation: | Unitary |

## FINANCES:

| | |
|---|---|
| -Bonded debt rating: | Aa |
| -Total revenues per student: | $4,544 [d] |
| -Percent of revenues from local sources: | 70.7% |
| -Percent of revenues from state sources: | 20.7% |
| -Percent of revenues from federal sources: | 8.6% |
| -Local school taxing authority: | Indepen. |
| -Percent of state's elementary and secondary expenditures: | 15.1% |

## GOAL INDICATORS:

### *Goal 1: Readiness to Learn*

| | |
|---|---|
| 1. Data collected to assess readiness for kindergarten: | No [e] |
| 2. Percent of entering 1st graders with: | |
| -full day of kindergarten: | 1.7% |
| -half day of kindergarten: | 98.3% |
| -no prior schooling: | 0.0% |
| -undetermined: | 0.0% |
| 3. Number of pre-kindergarten pupils per teacher: | 7.6 [f] |
| 4. Number of kindergarten pupils per teacher: | 43.9 [g] |
| 5. State requires early childhood staff credential: | No |
| 6. Percent of pre-kindergarten staff with early childhood credential: | NA |
| 7. Percent of kindergarten staff credentialed as elementary school teachers: | 100.0% |
| 8. Schools with child care for infants of teen mothers: | None |
| 9. Schools with parenting programs for adults: | All |
| 10. Schools with parenting programs for teens: | All |
| 11. Schools with programs for latchkey students: | All |

### *Goal 2: Increased Graduation Rates*

| | |
|---|---|
| 1. Total number of graduates: | 1,951 |
| 2. Annual dropout rate (1990-91): | 6.5% |
| 3. Percent change in annual dropout rate (1988-91): | -38.4% |
| 4. 4-year dropout rate (1990-91): | NA |
| 5. Percent change in 4-year dropout rate (1988-91): | NA |
| 6. Attendance rate: | 93.5% |
| 7. Schools with adult education programs: | Some |
| 8. Schools with academic programs for teen moms: | Some |

### *Goal 3: Improved Academic Achievement*

| | |
|---|---|
| Reading: | |
| 1. Standardized test(s) administered: | CAT [h] |
| 2. Percent of students scoring in bottom quarter: | 15.1% |
| 3. Percent of students scoring in top quarter: | 34.5% |
| 4. Percent of students scoring above national norm: | 62.2% |
| Math: | |
| 5. Standardized test(s) administered: | CAT [h] |
| 6. Percent of students scoring in bottom quarter: | 14.8% |
| 7. Percent of students scoring in top quarter: | 40.8% |
| 8. Percent of students scoring above national norm | 65.6% |
| 9. Percent of 10th graders successfully completing first year algebra: | 63.9% |
| 10. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate English: | 8.7% |
| 11. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate Math: | 3.6% |
| 12. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate Science: | 3.5% |

# Omaha Public Schools

| | |
|---|---|
| 13. Schools with site-based management: | All |
| 14. Schools with magnet programs: | All |
| 15. Schools with public school choice: | All |
| 16. Schools with alternative assessment programs: | None |

### *Goal 4: Quality Teachers*

| | |
|---|---|
| 1. Total number of teachers: | 2,797 |
| 2. Percent of English teachers fully certified: | 100.0% |
| 3. Percent of Math teachers fully certified: | 100.0% |
| 4. Percent of Science teachers fully certified: | 100.0% |
| 5. Percent of teachers who are minority: | 11.5% |
| 6. Average teacher salary: | $29,884 |
| 7. Average class size: | 20.0 |
| 8. Schools with future teacher programs: | Some |
| 9. Schools with teacher or staff in-service training in urban culture or race relations: | All |

### *Goal 5: Postsecondary Opportunities*

| | |
|---|---|
| 1. Percent of graduates: | |
| -enrolled in postsecondary vocational programs: | 4.2% |
| -enrolled in four-year colleges: | 54.0% |
| -enrolled in two-year colleges: | 5.4% |
| -performing military service: | 6.5% |
| -employed full-time | 21.4% |
| -undetermined: | 8.5% |
| 2. Schools with higher education awareness programs for middle school students: | None |
| 3. Schools with voter registration programs: | All |
| 4. Schools with community service programs: | All |
| 5. Schools with job training programs for youth: | Some |
| 6. Schools with business collaboratives: | All |

### *Goal 6: Safe and Caring Environment*

| | |
|---|---|
| 1. Drug/alcohol incidents per 1,000 students: | 1.1 |
| 2. Number of schools with health clinics: | 0 |
| 3. Number of student visits to health clinics: | NA |
| 4. Schools with drug education programs: | All |
| 5. Total amount of deferred maintenance (millions of dollars): | $7.5 |
| 6. Schools with HIV and STD prevention programs: | None |
| 7. Schools with nutrition education programs: | All |
| 8. Schools with programs for children of drug-addicted parents: | None |
| 9. Schools with programs to reduce student suicide and stress: | All |
| 10. Schools with programs to reduce crime and gangs: | All |
| 11. Schools with pregnancy prevention programs: | All |
| 12. Schools with programs for homeless children: | Some |

NOTES:

[a] Population of the city of Omaha, 1990.

[b] Eligible for services under PL94-142.

[c] Includes both instructional days in classroom plus other.

[d] Figure includes sum of all revenue from local, state, and federal sources divided by enrollment. Result is not equivalent or comparable to an average per pupil expenditure.

[e] Early childhood program being advanced.

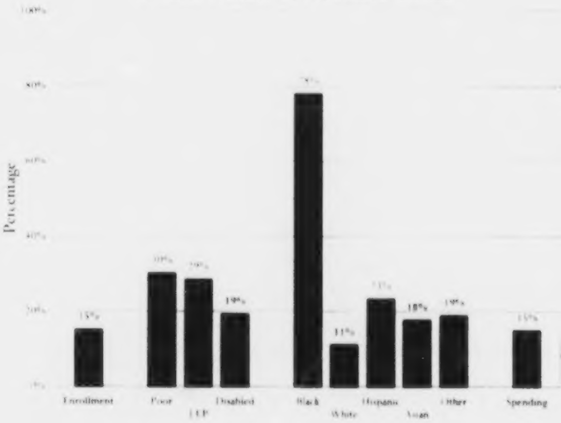
[f] Data include 51.5 teachers (including preschool handicapped teachers) and 17 paraprofessionals.

[g] Data include 86 teachers and 4 paraprofessionals.

[h] California Achievement Tests (CAT) for grades 1-6, 8, 10.

[i] Employed: Does not include those employed and pursuing education or part-time employment.

Omaha's Share of Nebraska Totals*



*Percentages are rounded to the nearest whole number.

# Philadelphia Public Schools

Size in nation: 6th

## STUDENT DEMOGRAPHICS:

| | |
|---|---|
| -Population of area served (1990): | 1,585,577 [a] |
| -Public school enrollment (1990-91): | 195,516 |
| -Enrollment as % of total area population: | 12.3% |
| -Enrollment as % of total 5-17 year old population: | 76.2% |
| -Percent change in enrollment (1980-1990): | -12.7% |
| -Percent of enrollment African-American: | 63.0% |
| -Percent of enrollment Hispanic: | 9.6% |
| -Percent of enrollment Asian or Pacific Islander: | 4.3% |
| -Percent of enrollment Native American or other: | 0.1% |
| -Percent of enrollment white: | 22.9% |
| -Percent of enrollment free or reduced price lunch: | 38.8% |
| -Percent of enrollment limited-English proficient: | 3.9% |
| -Percent of enrollment disabled: | 14.8% [b] |
| -Number of languages spoken: | 49 |
| -Percent of state's total enrollment: | 11.7% |
| -Percent of state's total school poor: | 21.1% |
| -Percent of state's total limited-English proficient: | 51.3% |
| -Percent of state's total disabled: | 15.6% |
| -Percent of state's total African-American: | 56.4% |
| -Percent of state's total Hispanic: | 40.4% |
| -Percent of state's total Asian or Pacific Islander: | 31.7% |
| -Percent of state's total Native American or other: | 15.2% |
| -Percent of state's total white: | 3.3% |

## DISTRICT CHARACTERISTICS:

| | |
|---|---|
| -Number of School Board members: | 9 |
| -How School Board is chosen: | Appointed |
| -School Board term of office (years): | 6 |
| -Year current superintendent was hired: | 1982 |
| -Number of days teachers are on duty: | 190 [c] |
| -Teacher bargaining unit: | AFT |
| -Total number of schools: | 255 |
| -Court order for desegregation: | State |

## FINANCES:

| | |
|---|---|
| -Bonded debt rating: | Ba1 |
| -Total revenues per student: | $6,781 [d] |
| -Percent of revenues from local sources: | 39.4% |
| -Percent of revenues from state sources: | 49.4% |
| -Percent of revenues from federal sources: | 11.2% |
| -Local school taxing authority: | Dependent |
| -Percent of state's elementary and secondary expenditures: | 13.9% |

## GOAL INDICATORS:

### *Goal 1: Readiness to Learn*

| | |
|---|---|
| 1. Data collected to assess readiness for kindergarten: | **Yes** [e] |
| 2. Percent of entering 1st graders with: | |
| -full day of kindergarten: | **30.3%** |
| -half day of kindergarten: | **43.6%** |
| -no prior schooling: | **26.1%** |
| -undetermined: | **0.0%** |
| 3. Number of pre-kindergarten pupils per teacher: | **5.2** [f] |
| 4. Number of kindergarten pupils per teacher: | **28.6** |
| 5. State requires early childhood staff credential: | **Yes** [g] |
| 6. Percent of pre-kindergarten staff with early childhood credential: | **19.8%** |
| 7. Percent of kindergarten staff credentialed as elementary school teachers: | **100.0%** |
| 8. Schools with child care for infants of teen mothers: | **Some** |
| 9. Schools with parenting programs for adults: | **Some** |
| 10. Schools with parenting programs for teens: | **Some** |
| 11. Schools with programs for latchkey students: | **Some** |

### *Goal 2: Increased Graduation Rates*

| | |
|---|---|
| 1. Total number of graduates: | **8,006** |
| 2. Annual dropout rate (1990-91): | **8.4%** [h] |
| 3. Percent change in annual dropout rate (1988-91): | **-29.4%** |
| 4. 4-year dropout rate (1990-91): | **NA** [i] |
| 5. Percent change in 4-year dropout rate (1988-91): | **NA** |
| 6. Attendance rate: | **78.2%** |
| 7. Schools with adult education programs: | **Some** |
| 8. Schools with academic programs for teen moms: | **Some** |

### *Goal 3: Improved Academic Achievement*

| | |
|---|---|
| Reading: | |
| 1. Standardized test(s) administered: | **CTBS** [j] |
| 2. Percent of students scoring in bottom quarter: | **28.9%** |
| 3. Percent of students scoring in top quarter: | **16.9%** |
| 4. Percent of students scoring above national norm: | **42.3%** |
| Math: | |
| 5. Standardized test(s) administered: | **CTBS** [j] |
| 6. Percent of students scoring in bottom quarter: | **22.2%** |
| 7. Percent of students scoring in top quarter: | **28.4%** |
| 8. Percent of students scoring above national norm | **53.5%** |
| 9. Percent of 10th graders successfully completing first year algebra: | **46.9%** |
| 10. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate English: | **2.2%** |
| 11. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate Math: | **1.8%** |
| 12. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate Science: | **0.8%** |

# Philadelphia Public Schools

| | | |
|---|---|---|
| 13. Schools with site-based management: | All | |
| 14. Schools with magnet programs: | Some | |
| 15. Schools with public school choice: | All | |
| 16. Schools with alternative assessment programs: | Some | |

### *Goal 4: Quality Teachers*

| | | |
|---|---|---|
| 1. Total number of teachers: | 10,756 | |
| 2. Percent of English teachers fully certified: | 100.0% | k |
| 3. Percent of Math teachers fully certified: | 100.0% | k |
| 4. Percent of Science teachers fully certified: | 100.0% | k |
| 5. Percent of teachers who are minority: | 38.0% | |
| 6. Average teacher salary: | $38,579 | |
| 7. Average class size: | NA | |
| 8. Schools with future teacher programs: | Some | |
| 9. Schools with teacher or staff in-service training in urban culture or race relations: | All | |

### *Goal 5: Postsecondary Opportunities*

| | | |
|---|---|---|
| 1. Percent of graduates: | | |
| -enrolled in postsecondary vocational programs: | 4.7% | |
| -enrolled in four-year colleges: | 32.3% | |
| -enrolled in two-year colleges: | 19.6% | |
| -performing military service: | 3.2% | |
| -employed full-time: | 17.2% | |
| -undetermined: | 23.0% | |
| 2. Schools with higher education awareness programs for middle school students: | Some | |
| 3. Schools with voter registration programs: | All | |
| 4. Schools with community service programs: | Some | |
| 5. Schools with job training programs for youth: | Some | |
| 6. Schools with business collaboratives: | Some | |

### *Goal 6: Safe and Caring Environment*

| | | |
|---|---|---|
| 1. Drug/alcohol incidents per 1,000 students: | 1.0 | |
| 2. Number of schools with health clinics: | 3 | l |
| 3. Number of student visits to health clinics: | 1,500 | |
| 4. Schools with drug education programs: | All | |
| 5. Total amount of deferred maintenance (millions of dollars): | $14.0 | m |
| 6. Schools with HIV and STD prevention programs: | All | |
| 7. Schools with nutrition education programs: | All | |
| 8. Schools with programs for children of drug-addicted parents: | Some | |
| 9. Schools with programs to reduce student suicide and stress: | Some | |
| 10. Schools with programs to reduce crime and gangs: | Some | |
| 11. Schools with pregnancy prevention programs: | All | |
| 12. Schools with programs for homeless children: | All | |

NOTES:

a Population of the city of Philadelphia, 1990.

b Eligible for services under PL94-142.

c Includes both instructional days in classroom plus other.

d Figure includes sum of all revenue from local, state, and federal sources divided by enrollment. Result is not equivalent or comparable to an average per pupil expenditure.

e A pre-enrollment interview by kindergarten teachers of parent(s) and pupil(s), and a Developmental Behavioral Checklist is administered to all incoming kindergarten students.

f Figures include both teachers and paraprofessionals.

g Only if center has academic instruction.

h 1990-91 rate is preliminary. Dropout rate is the number of students in grades 7-12 who leave school for any reason except death before graduating or completing a course of study and without transfering to another school divided by Fall 7-12 enrollment.

i Latest Cohort Study of the Class of 1988 indicated a four-year dropout rate of 31.6%.

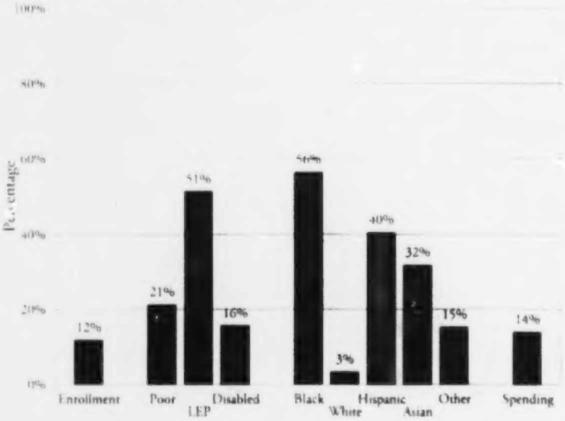
j Comprehensive Tests of Basic Skills (CTBS) for grades K-12. A discrepancy exists between the N in Reading in grade 8 (10,590) and the N in Math in grade 8 (8,948) because one grade 8 class in each school was taught Algebra I instead of grade 8 math. Those students were given an Algebra test and are therefore not included with their grade peers.

k Numbers are for 7-12 grade teachers for whom subject area certificates are required.

l 3 Primary Health Clinics; however, every school has a School Health Room staffed by a school nurse. Approximately 280,000 contacts at all schools for health visits.

m Maintenance is completed on a priority/needs basis and if not completed in the Capital Budget year, projects are continued.

Philadelphia's Share of Pennsylvania Totals*



*Percentages are rounded to the nearest whole number.

# Phoenix Union High School District

Size in nation: 220th

## STUDENT DEMOGRAPHICS:

| | |
|---|---|
| -Population of area served (1990): | 983,403 [a] |
| -Public school enrollment (1990-91): | 22,251 |
| -Enrollment as % of total area population: | 2.3% [b] |
| -Enrollment as % of total 5-17 year old population: | 12.5% [b] |
| -Percent change in enrollment (1980-1990): | -0.5% |
| -Percent of enrollment African-American: | 13.2% |
| -Percent of enrollment Hispanic: | 42.8% |
| -Percent of enrollment Asian or Pacific Islander: | 2.4% |
| -Percent of enrollment Native American or other: | 3.8% |
| -Percent of enrollment white: | 37.8% |
| -Percent of enrollment free or reduced price lunch: | 27.0% |
| -Percent of enrollment limited-English proficient: | 7.0% |
| -Percent of enrollment disabled: | 8.0% [c] |
| -Number of languages spoken: | 25 |
| -Percent of state's total enrollment: | 3.5% |
| -Percent of state's total school poor: | 3.1% [d] |
| -Percent of state's total limited-English proficient: | 2.4% |
| -Percent of state's total disabled: | 3.6% |
| -Percent of state's total African-American: | 11.2% |
| -Percent of state's total Hispanic: | 6.1% |
| -Percent of state's total Asian or Pacific Islander: | 5.5% |
| -Percent of state's total Native American or other: | 2.0% |
| -Percent of state's total white: | 2.1% |

## DISTRICT CHARACTERISTICS:

| | |
|---|---|
| -Number of School Board members: | 7 |
| -How School Board is chosen: | Elected |
| -School Board term of office (years): | 4 |
| -Year current superintendent was hired: | 1990 |
| -Number of days teachers are on duty: | 182 [e] |
| -Teacher bargaining unit: | NEA |
| -Total number of schools: | 13 |
| -Court order for desegregation: | Federal |

## FINANCES:

| | |
|---|---|
| -Bonded debt rating: | NA |
| -Total revenues per student: | $5,007 [f] |
| -Percent of revenues from local sources: | 82.6% |
| -Percent of revenues from state sources: | 10.1% |
| -Percent of revenues from federal sources: | 7.3% |
| -Local school taxing authority: | NA |
| -Percent of state's elementary and secondary expenditures: | 0.9% |

## GOAL INDICATORS:

### *Goal 1: Readiness to Learn*

| | |
|---|---|
| 1. Data collected to assess readiness for kindergarten: | NA [g] |
| 2. Percent of entering 1st graders with: | |
| -full day of kindergarten: | NA [g] |
| -half day of kindergarten: | NA [g] |
| -no prior schooling: | NA [g] |
| -undetermined: | NA [g] |
| 3. Number of pre-kindergarten pupils per teacher: | NA [g] |
| 4. Number of kindergarten pupils per teacher: | NA [g] |
| 5. State requires early childhood staff credential: | No |
| 6. Percent of pre-kindergarten staff with early childhood credential: | NA [g] |
| 7. Percent of kindergarten staff credentialed as elementary school teachers: | NA [g] |
| 8. Schools with child care for infants of teen mothers: | Some |
| 9. Schools with parenting programs for adults: | Some |
| 10. Schools with parenting programs for teens: | Some |
| 11. Schools with programs for latchkey students: | None |

### *Goal 2: Increased Graduation Rates*

| | |
|---|---|
| 1. Total number of graduates: | 2,863 |
| 2. Annual dropout rate (1990-91): | 11.9% |
| 3. Percent change in annual dropout rate (1988-90): | -17.4% |
| 4. 4-year dropout rate (1990-91): | NA |
| 5. Percent change in 4-year dropout rate (1988-90): | NA |
| 6. Attendance rate: | NA |
| 7. Schools with adult education programs: | Some |
| 8. Schools with academic programs for teen moms: | Some |

### *Goal 3: Improved Academic Achievement*

| | |
|---|---|
| Reading: | |
| 1. Standardized test(s) administered: | TAP [h] |
| 2. Percent of students scoring in bottom quarter: | 35.1% |
| 3. Percent of students scoring in top quarter: | 16.5% |
| 4. Percent of students scoring above national norm: | 36.5% |
| Math: | |
| 5. Standardized test(s) administered: | TAP [h] |
| 6. Percent of students scoring in bottom quarter: | 41.8% |
| 7. Percent of students scoring in top quarter: | 12.9% |
| 8. Percent of students scoring above national norm | 31.5% |
| 9. Percent of 10th graders successfully completing first year algebra: | NA |
| 10. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate English: | 9.3% |
| 11. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate Math: | 1.1% |
| 12. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate Science: | 2.3% |

# Phoenix Union High School District

| | |
|---|---|
| 13. Schools with site-based management: | None |
| 14. Schools with magnet programs: | All |
| 15. Schools with public school choice: | All |
| 16. Schools with alternative assessment programs: | None |

### *Goal 4: Quality Teachers*

| | |
|---|---|
| 1. Total number of teachers: | 1,322 |
| 2. Percent of English teachers fully certified: | NA |
| 3. Percent of Math teachers fully certified: | 96.8% |
| 4. Percent of Science teachers fully certified: | NA |
| 5. Percent of teachers who are minority: | 17.7% |
| 6. Average teacher salary: | $37,325 |
| 7. Average class size: | NA |
| 8. Schools with future teacher programs: | Some |
| 9. Schools with teacher or staff in-service training in urban culture or race relations: | All |

### *Goal 5: Postsecondary Opportunities*

| | |
|---|---|
| 1. Percent of graduates: | |
| -enrolled in postsecondary vocational programs: | NA |
| -enrolled in four-year colleges: | NA |
| -enrolled in two-year colleges: | NA |
| -performing military service: | NA |
| -employed full-time: | NA |
| -undetermined: | NA |
| 2. Schools with higher education awareness programs for middle school students: | Some |
| 3. Schools with voter registration programs: | All |
| 4. Schools with community service programs: | Some |
| 5. Schools with job training programs for youth: | All |
| 6. Schools with business collaboratives: | All |

### *Goal 6: Safe and Caring Environment*

| | |
|---|---|
| 1. Drug/alcohol incidents per 1,000 students: | 7.6 |
| 2. Number of schools with health clinics: | 0 |
| 3. Number of student visits to health clinics: | NA |
| 4. Schools with drug education programs: | All |
| 5. Total amount of deferred maintenance (millions of dollars): | NA |
| 6. Schools with HIV and STD prevention programs: | All |
| 7. Schools with nutrition education programs: | All |
| 8. Schools with programs for children of drug-addicted parents: | All |
| 9. Schools with programs to reduce student suicide and stress: | All |
| 10. Schools with programs to reduce crime and gangs: | All |
| 11. Schools with pregnancy prevention programs: | None |
| 12. Schools with programs for homeless children: | None |

NOTES:

a Population of the city of Phoenix, 1990.

b School system enrolls students only in grades 9-12. Figure shown is artificially low.

c Eligible for services under PL94-142.

d Figure shown is artificially low because of low rate of secondary school students who sign up for free or reduced priced lunches.

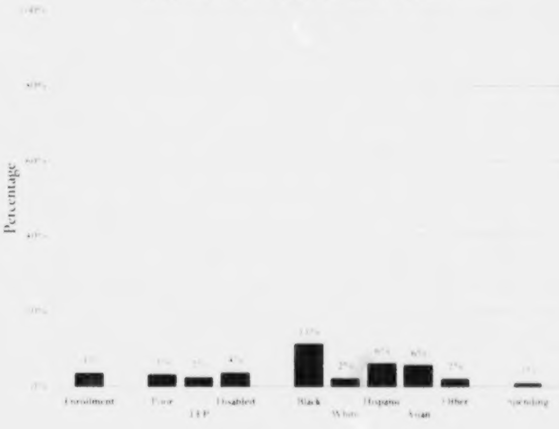
e Includes both instructional days in classroom plus other.

f Figure includes sum of all revenue from local, state, and federal sources divided by enrollment. Result is not equivalent or comparable to an average per pupil expenditure.

g District has no elementary or Pre-K grades.

h Tests of Achievement and Proficiency (TAP) for grades 9-12.

Phoenix's Share of Arizona Totals*



*Percentages are rounded to the nearest whole number

# Pittsburgh Public Schools

Size in nation: 99th

## STUDENT DEMOGRAPHICS:

| | |
|---|---|
| -Population of area served (1990): | 369,879 [a] |
| -Public school enrollment (1990-91): | 39,661 |
| -Enrollment as % of total area population: | 10.7% |
| -Enrollment as % of total 5-17 year old population: | 80.2% |
| -Percent change in enrollment (1980-1990): | -13.6% |
| -Percent of enrollment African-American: | 52.0% |
| -Percent of enrollment Hispanic: | 0.3% |
| -Percent of enrollment Asian or Pacific Islander: | 1.3% |
| -Percent of enrollment Native American or other: | 0.1% |
| -Percent of enrollment white: | 46.4% |
| -Percent of enrollment free or reduced price lunch: | 51.5% |
| -Percent of enrollment limited-English proficient: | 0.6% |
| -Percent of enrollment disabled: | 7.0% [b] |
| -Number of languages spoken: | 6 |
| -Percent of state's total enrollment: | 2.4% |
| -Percent of state's total school poor: | 5.7% |
| -Percent of state's total limited-English proficient: | 1.6% |
| -Percent of state's total disabled: | 1.5% |
| -Percent of state's total African-American: | 9.4% |
| -Percent of state's total Hispanic: | 0.3% |
| -Percent of state's total Asian or Pacific Islander: | 1.9% |
| -Percent of state's total Native American or other: | 1.3% |
| -Percent of state's total white: | 1.3% |

## DISTRICT CHARACTERISTICS:

| | |
|---|---|
| -Number of School Board members: | 9 |
| -How School Board is chosen: | Elected |
| -School Board term of office (years): | 4 |
| -Year current superintendent was hired: | 1992 |
| -Number of days teachers are on duty: | 189 [c] |
| -Teacher bargaining unit: | AFT |
| -Total number of schools: | 85 |
| -Court order for desegregation: | State |

## FINANCES:

| | |
|---|---|
| -Bonded debt rating: | A |
| -Total revenues per student: | $7,973 [d] |
| -Percent of revenues from local sources: | 59.4% |
| -Percent of revenues from state sources: | 35.2% |
| -Percent of revenues from federal sources: | 5.4% |
| -Local school taxing authority: | Indepen. |
| -Percent of state's elementary and secondary expenditures: | 2.4% |

## GOAL INDICATORS:

### *Goal 1: Readiness to Learn*

| | |
|---|---|
| 1. Data collected to assess readiness for kindergarten: | **Yes** [e] |
| 2. Percent of entering 1st graders with: | |
| -full day of kindergarten: | **37.1%** |
| -half day of kindergarten: | **46.0%** |
| -no prior schooling: | **0.0%** |
| -undetermined: | **17.0%** |
| 3. Number of pre-kindergarten pupils per teacher: | **NA** |
| 4. Number of kindergarten pupils per teacher: | **29.5** |
| 5. State requires early childhood staff credential: | **No** |
| 6. Percent of pre-kindergarten staff with early childhood credential: | **88.9%** |
| 7. Percent of kindergarten staff credentialed as elementary school teachers: | **78.7%** |
| 8. Schools with child care for infants of teen mothers: | **Some** |
| 9. Schools with parenting programs for adults: | **Some** |
| 10. Schools with parenting programs for teens: | **Some** |
| 11. Schools with programs for latchkey students: | **None** |

### *Goal 2: Increased Graduation Rates*

| | |
|---|---|
| 1. Total number of graduates: | **2,151** |
| 2. Annual dropout rate (1990-91): | **7.2%** [f] |
| 3. Percent change in annual dropout rate (1988-90): | **-5.3%** |
| 4. 4-year dropout rate (1990-91): | **26.1%** |
| 5. Percent change in 4-year dropout rate (1988-90): | **-5.8%** |
| 6. Attendance rate: | **NA** |
| 7. Schools with adult education programs: | **Some** |
| 8. Schools with academic programs for teen moms: | **Some** |

### *Goal 3: Improved Academic Achievement*

| | |
|---|---|
| Reading: | |
| 1. Standardized test(s) administered: | **CAT** [g] |
| 2. Percent of students scoring in bottom quarter: | **18.5%** |
| 3. Percent of students scoring in top quarter: | **26.9%** |
| 4. Percent of students scoring above national norm: | **55.3%** |
| Math: | |
| 5. Standardized test(s) administered: | **CAT** [g] |
| 6. Percent of students scoring in bottom quarter: | **17.2%** |
| 7. Percent of students scoring in top quarter: | **35.9%** |
| 8. Percent of students scoring above national norm | **60.7%** |
| 9. Percent of 10th graders successfully completing first year algebra: | **NA** [h] |
| 10. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate English: | **9.2%** |
| 11. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate Math: | **6.1%** [i] |
| 12. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate Science: | **5.8%** |

# Pittsburgh Public Schools

| | |
|---|---|
| 13. Schools with site-based management: | Some |
| 14. Schools with magnet programs: | Some |
| 15. Schools with public school choice: | Some |
| 16. Schools with alternative assessment programs: | All |

### *Goal 4: Quality Teachers*

| | |
|---|---|
| 1. Total number of teachers: | 2,856 |
| 2. Percent of English teachers fully certified: | NA |
| 3. Percent of Math teachers fully certified: | NA |
| 4. Percent of Science teachers fully certified: | NA |
| 5. Percent of teachers who are minority: | 19.9% |
| 6. Average teacher salary: | $41,812 |
| 7. Average class size: | NA |
| 8. Schools with future teacher programs: | Some |
| 9. Schools with teacher or staff in-service training in urban culture or race relations: | Some |

### *Goal 5: Postsecondary Opportunities*

| | |
|---|---|
| 1. Percent of graduates: | |
| -enrolled in postsecondary vocational programs: | 8.8% |
| -enrolled in four-year colleges: | 35.8% |
| -enrolled in two-year colleges: | 18.0% |
| -performing military service: | 6.2% |
| -employed full-time: | 19.3% |
| -undetermined: | 11.8% |
| 2. Schools with higher education awareness programs for middle school students: | None |
| 3. Schools with voter registration programs: | All |
| 4. Schools with community service programs: | All |
| 5. Schools with job training programs for youth: | All |
| 6. Schools with business collaboratives: | Some |

### *Goal 6: Safe and Caring Environment*

| | |
|---|---|
| 1. Drug/alcohol incidents per 1,000 students: | 1.4 |
| 2. Number of schools with health clinics: | 3 |
| 3. Number of student visits to health clinics: | NA |
| 4. Schools with drug education programs: | All |
| 5. Total amount of deferred maintenance (millions of dollars): | $45.0 |
| 6. Schools with HIV and STD prevention programs: | All |
| 7. Schools with nutrition education programs: | All |
| 8. Schools with programs for children of drug-addicted parents: | None |
| 9. Schools with programs to reduce student suicide and stress: | None |
| 10. Schools with programs to reduce crime and gangs: | None |
| 11. Schools with pregnancy prevention programs: | All |
| 12. Schools with programs for homeless children: | None |

NOTES:

a Population of the city of Pittsburgh, 1990.

b Eligible for services under PL94-142.

c Includes both instructional days in classroom plus other.

d Figure includes sum of all revenue from local, state, and federal sources divided by enrollment. Result is not equivalent or comparable to an average per pupil expenditure.

e A test was developed by the district entitled Abbreviated Kindergarten Inventory (AKI), but results are not used to determine eligibility; only to assess readiness skills for diagnosis and curricula planning.

f Dropout rate is the number of students in grades 9-12 who leave school for any reason except death, before graduation or completion of program of studies without transferring to another educational program, divided by 9-12 grade enrollment.

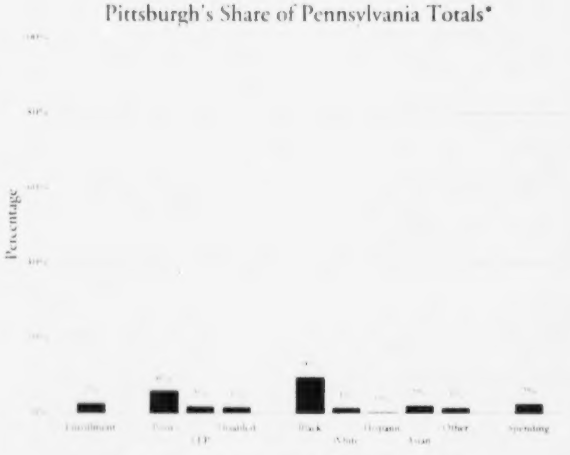
g California Achievement Tests (CAT) for grades K-12 for reading, and grades 1-8 for math.

h Successfully completed is defined as receiving grades A-D.

i Math: A.P. figures available. 207 enrolled; 200 completed.

j K-5 teachers have elementary certification; 6-8 elementary or subject area certification; 9-12 subject certification; 6-8 teachers with subject certification teach within area. All but a marginal number (<1%) are certified.

Pittsburgh's Share of Pennsylvania Totals*



*Percentages are rounded to the nearest whole number.

# Portland Public Schools

Size in nation: 60th

## STUDENT DEMOGRAPHICS:

| | |
|---|---|
| -Population of area served (1990): | 437,319 [a] |
| -Public school enrollment (1990-91): | 54,904 |
| -Enrollment as % of total area population: | 12.6% |
| -Enrollment as % of total 5-17 year old population: | 91.0% |
| -Percent change in enrollment (1980-1990): | +3.8% |
| -Percent of enrollment African-American: | 15.3% |
| -Percent of enrollment Hispanic: | 3.3% |
| -Percent of enrollment Asian or Pacific Islander: | 7.8% |
| -Percent of enrollment Native American or other: | 2.2% |
| -Percent of enrollment white: | 71.3% |
| -Percent of enrollment free or reduced price lunch: | 34.6% |
| -Percent of enrollment limited-English proficient: | 4.2% |
| -Percent of enrollment disabled: | 9.9% [b] |
| -Number of languages spoken: | 45 |
| -Percent of state's total enrollment: | 11.0% |
| -Percent of state's total school poor: | 16.6% |
| -Percent of state's total limited-English proficient: | 20.0% |
| -Percent of state's total disabled: | 10.0% |
| -Percent of state's total African-American: | 73.2% |
| -Percent of state's total Hispanic: | 7.8% |
| -Percent of state's total Asian or Pacific Islander: | 30.6% |
| -Percent of state's total Native American or other: | 14.5% |
| -Percent of state's total white: | 9.2% |

## DISTRICT CHARACTERISTICS:

| | |
|---|---|
| -Number of School Board members: | 7 |
| -How School Board is chosen: | Elected |
| -School Board term of office (years): | 4 |
| -Year current superintendent was hired: | 1992 |
| -Number of days teachers are on duty: | 190 [c] |
| -Teacher bargaining unit: | NEA |
| -Total number of schools: | 91 |
| -Court order for desegregation: | Voluntary |

## FINANCES:

| | |
|---|---|
| -Bonded debt rating: | Aa |
| -Total revenues per student: | $6,750 [d] |
| -Percent of revenues from local sources: | 77.3% |
| -Percent of revenues from state sources: | 16.6% |
| -Percent of revenues from federal sources: | 6.1% |
| -Local school taxing authority: | Indepen. |
| -Percent of state's elementary and secondary expenditures: | 9.2% |

## GOAL INDICATORS:

### *Goal 1: Readiness to Learn*

| | |
|---|---|
| 1. Data collected to assess readiness for kindergarten: | No |
| 2. Percent of entering 1st graders with: | |
| -full day of kindergarten: | 25.0% |
| -half day of kindergarten: | 60.0% |
| -no prior schooling: | 5.0% |
| -undetermined: | 10.0% |
| 3. Number of pre-kindergarten pupils per teacher: | 40.1 [e] |
| 4. Number of kindergarten pupils per teacher: | 35.1 [e] |
| 5. State requires early childhood staff credential: | No |
| 6. Percent of pre-kindergarten staff with early childhood credential: | 1.0% |
| 7. Percent of kindergarten staff credentialed as elementary school teachers: | 99.0% |
| 8. Schools with child care for infants of teen mothers: | Some |
| 9. Schools with parenting programs for adults: | None |
| 10. Schools with parenting programs for teens: | Some |
| 11. Schools with programs for latchkey students: | Some |

### *Goal 2: Increased Graduation Rates*

| | |
|---|---|
| 1. Total number of graduates: | 2,368 |
| 2. Annual dropout rate (1990-91): | 7.0% [f] |
| 3. Percent change in annual dropout rate (1988-91): | -12.5% |
| 4. 4-year dropout rate (1990-91): | NA |
| 5. Percent change in 4-year dropout rate (1988-91): | NA |
| 6. Attendance rate: | 90.1% |
| 7. Schools with adult education programs: | None |
| 8. Schools with academic programs for teen moms: | Some |

### *Goal 3: Improved Academic Achievement*

| | |
|---|---|
| Reading: | |
| 1. Standardized test(s) administered: | PALT [g] |
| 2. Percent of students scoring in bottom quarter: | 26.3% |
| 3. Percent of students scoring in top quarter: | 23.8% |
| 4. Percent of students scoring above national norm: | NA |
| Math: | |
| 5. Standardized test(s) administered: | PALT [g] |
| 6. Percent of students scoring in bottom quarter: | 26.2% |
| 7. Percent of students scoring in top quarter: | 23.5% |
| 8. Percent of students scoring above national norm | NA |
| 9. Percent of 10th graders successfully completing first year algebra: | NA |
| 10. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate English: | NA |
| 11. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate Math: | NA |
| 12. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate Science: | NA |

# Portland Public Schools

| | |
|---|---|
| 13. Schools with site-based management: | Some[h] |
| 14. Schools with magnet programs: | Some |
| 15. Schools with public school choice: | All |
| 16. Schools with alternative assessment programs: | Some |

### *Goal 4: Quality Teachers*

| | |
|---|---|
| 1. Total number of teachers: | 3,120 |
| 2. Percent of English teachers fully certified: | 100.0% |
| 3. Percent of Math teachers fully certified: | 100.0% |
| 4. Percent of Science teachers fully certified: | 100.0% |
| 5. Percent of teachers who are minority: | 11.1% |
| 6. Average teacher salary: | $32,581 |
| 7. Average class size: | 28.0 |
| 8. Schools with future teacher programs: | Some |
| 9. Schools with teacher or staff in-service training in urban culture or race relations: | All |

### *Goal 5: Postsecondary Opportunities*

| | |
|---|---|
| 1. Percent of graduates: | |
| -enrolled in postsecondary vocational programs: | 2.5% |
| -enrolled in four-year colleges: | 41.3% |
| -enrolled in two-year colleges: | 20.4% |
| -performing military service: | 3.2% |
| -employed full-time: | 9.6% |
| -undetermined: | 23.0% |
| 2. Schools with higher education awareness programs for middle school students: | None |
| 3. Schools with voter registration programs: | Some |
| 4. Schools with community service programs: | All |
| 5. Schools with job training programs for youth: | Some |
| 6. Schools with business collaboratives: | All |

### *Goal 6: Safe and Caring Environment*

| | |
|---|---|
| 1. Drug/alcohol incidents per 1,000 students: | NA |
| 2. Number of schools with health clinics: | 6 |
| 3. Number of student visits to health clinics: | 16,077 |
| 4. Schools with drug education programs: | All |
| 5. Total amount of deferred maintenance (millions of dollars): | $33.0 |
| 6. Schools with HIV and STD prevention programs: | All |
| 7. Schools with nutrition education programs: | All |
| 8. Schools with programs for children of drug-addicted parents: | Some |
| 9. Schools with programs to reduce student suicide and stress: | All |
| 10. Schools with programs to reduce crime and gangs: | All |
| 11. Schools with pregnancy prevention programs: | Some |
| 12. Schools with programs for homeless children: | Some |

NOTES:

a Population of the city of Portland, 1990.

b Eligible for services under PL94-142.

c Includes both instructional days in classroom plus other.

d Figure includes sum of all revenue from local, state, and federal sources divided by enrollment. Result is not equivalent or comparable to an average per pupil expenditure.

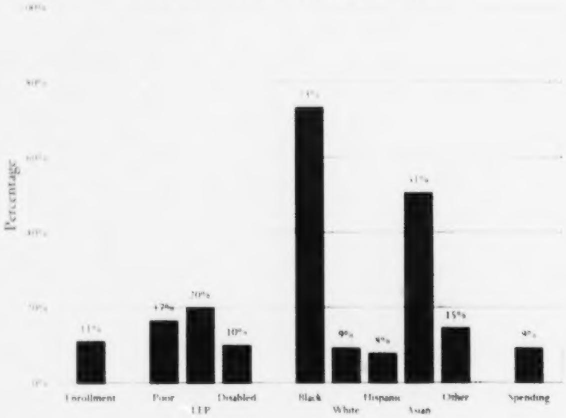
e Figure does not include paraprofessionals or aids. In the case of both pre-kindergarten and kindergarten classes, teachers teach two half-day periods per day.

f Dropouts are defined as students who withdrew after passing compulsory attendance age, were issued work permits, or withdrew for other reasons.

g Portland Achievement Level Tests (PALT) for grades 3-8. Results are perfect quartiles. Norms are population parameters for each administration of test, therefore no national norms are available.

h All schools have local school advisory committees and school improvement plans.

Portland's Share of Oregon Totals*



*Percentages are rounded to the nearest whole number.

# Rochester City School District

Size in nation: 125th

## STUDENT DEMOGRAPHICS:

| | |
|---|---|
| -Population of area served (1990): | 231,636 [a] |
| -Public school enrollment (1990-91): | 31,984 |
| -Enrollment as % of total area population: | 13.8% |
| -Enrollment as % of total 5-17 year old population: | 86.2% |
| -Percent change in enrollment (1980-1990): | -9.4% |
| -Percent of enrollment African-American: | 54.9% |
| -Percent of enrollment Hispanic: | 15.0% |
| -Percent of enrollment Asian or Pacific Islander: | 2.4% |
| -Percent of enrollment Native American or other: | 0.4% |
| -Percent of enrollment white: | 27.3% |
| -Percent of enrollment free or reduced price lunch: | 54.0% |
| -Percent of enrollment limited-English proficient: | 7.3% |
| -Percent of enrollment disabled: | 13.2% [b] |
| -Number of languages spoken: | NA |
| -Percent of state's total enrollment: | 1.2% |
| -Percent of state's total school poor: | 2.0% |
| -Percent of state's total limited-English proficient: | 1.4% |
| -Percent of state's total disabled: | 1.6% |
| -Percent of state's total African-American: | 3.4% |
| -Percent of state's total Hispanic: | 1.2% |
| -Percent of state's total Asian or Pacific Islander: | 0.7% |
| -Percent of state's total Native American or other: | 2.1% |
| -Percent of state's total white: | 0.6% |

## DISTRICT CHARACTERISTICS:

| | |
|---|---|
| -Number of School Board members: | 7 |
| -How School Board is chosen: | Elected |
| -School Board term of office (years): | 4 |
| -Year current superintendent was hired: | 1992 |
| -Number of days teachers are on duty: | NA [c] |
| -Teacher bargaining unit: | AFT |
| -Total number of schools: | 54 |
| -Court order for desegregation: | Voluntary |

## FINANCES:

| | |
|---|---|
| -Bonded debt rating: | NA |
| -Total revenues per student: | $9,370 [d] |
| -Percent of revenues from local sources: | 41.7% |
| -Percent of revenues from state sources: | 52.1% |
| -Percent of revenues from federal sources: | 6.2% |
| -Local school taxing authority: | Indepen. |
| -Percent of state's elementary and secondary expenditures: | 1.8% |

## GOAL INDICATORS:

### *Goal 1: Readiness to Learn*

| | |
|---|---|
| 1. Data collected to assess readiness for kindergarten: | Yes [e] |
| 2. Percent of entering 1st graders with: | |
| -full day of kindergarten: | 28.1% [f] |
| -half day of kindergarten: | 54.2% |
| -no prior schooling: | 0.0% |
| -undetermined: | 17.7% |
| 3. Number of pre-kindergarten pupils per teacher: | 5.1 |
| 4. Number of kindergarten pupils per teacher: | 36.5 |
| 5. State requires early childhood staff credential: | No |
| 6. Percent of pre-kindergarten staff with early childhood credential: | NA |
| 7. Percent of kindergarten staff credentialed as elementary school teachers: | NA |
| 8. Schools with child care for infants of teen mothers: | Some |
| 9. Schools with parenting programs for adults: | Some |
| 10. Schools with parenting programs for teens: | Some |
| 11. Schools with programs for latchkey students: | Some |

### *Goal 2: Increased Graduation Rates*

| | |
|---|---|
| 1. Total number of graduates: | 1,074 |
| 2. Annual dropout rate (1990-91): | 12.1% [g] |
| 3. Percent change in annual dropout rate (1988-91): | -16.0% |
| 4. 4-year dropout rate (1990-91): | 13.1% [h] |
| 5. Percent change in 4-year dropout rate (1988-91): | +4.0% |
| 6. Attendance rate: | 82.6% |
| 7. Schools with adult education programs: | Some |
| 8. Schools with academic programs for teen moms: | Some |

### *Goal 3: Improved Academic Achievement*

| | |
|---|---|
| Reading: | |
| 1. Standardized test(s) administered: | NA |
| 2. Percent of students scoring in bottom quarter: | NA |
| 3. Percent of students scoring in top quarter: | NA |
| 4. Percent of students scoring above national norm: | NA |
| Math: | |
| 5. Standardized test(s) administered: | CAT [i] |
| 6. Percent of students scoring in bottom quarter: | 21.2% |
| 7. Percent of students scoring in top quarter: | 28.3% |
| 8. Percent of students scoring above national norm | 54.6% |
| 9. Percent of 10th graders successfully completing first year algebra: | NA |
| 10. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate English: | 3.7% |
| 11. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate Math: | 3.1% |
| 12. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate Science: | 4.5% |

# Rochester City School District

| | |
|---|---|
| 13. Schools with site-based management: | All |
| 14. Schools with magnet programs: | Some |
| 15. Schools with public school choice: | All |
| 16. Schools with alternative assessment programs: | Some |

### *Goal 4: Quality Teachers*

| | |
|---|---|
| 1. Total number of teachers: | 2,449 |
| 2. Percent of English teachers fully certified: | NA |
| 3. Percent of Math teachers fully certified: | NA |
| 4. Percent of Science teachers fully certified: | NA |
| 5. Percent of teachers who are minority: | 20.9% |
| 6. Average teacher salary: | NA |
| 7. Average class size: | NA |
| 8. Schools with future teacher programs: | None |
| 9. Schools with teacher or staff in-service training in urban culture or race relations: | All |

### *Goal 5: Postsecondary Opportunities*

| | |
|---|---|
| 1. Percent of graduates: | |
| -enrolled in postsecondary vocational programs: | 4.2% |
| -enrolled in four-year colleges: | 29.7% |
| -enrolled in two-year colleges: | 25.1% |
| -performing military service: | 3.7% |
| -employed full-time: | 7.4% |
| -undetermined: | 29.8% |
| 2. Schools with higher education awareness programs for middle school students: | Some |
| 3. Schools with voter registration programs: | None |
| 4. Schools with community service programs: | Some |
| 5. Schools with job training programs for youth: | Some |
| 6. Schools with business collaboratives: | Some |

### *Goal 6: Safe and Caring Environment*

| | |
|---|---|
| 1. Drug/alcohol incidents per 1,000 students: | NA |
| 2. Number of schools with health clinics: | 2 |
| 3. Number of student visits to health clinics: | 1,338 |
| 4. Schools with drug education programs: | Some |
| 5. Total amount of deferred maintenance (millions of dollars): | NA |
| 6. Schools with HIV and STD prevention programs: | Some |
| 7. Schools with nutrition education programs: | Some |
| 8. Schools with programs for children of drug-addicted parents: | None |
| 9. Schools with programs to reduce student suicide and stress: | Some |
| 10. Schools with programs to reduce crime and gangs: | None |
| 11. Schools with pregnancy prevention programs: | All |
| 12. Schools with programs for homeless children: | None |

## NOTES:

a Population of the city of Rochester, 1990.

b Eligible for services under PL94-142.

c Includes both instructional days in classroom plus other.

d Figure includes sum of all revenue from local, state, and federal sources divided by enrollment. Result is not equivalent or comparable to an average per pupil expenditure.

e District meets N.Y. State mandate by screening of all new entering pupils and incoming kindergarteners for possible giftedness and handicapping conditions in areas of child development cognition, speech and language, motor skills, vision and hearing. Data are used for diagnosis, follow-up, and policy development.

f Full day kindergarten also includes Pre-1st students.

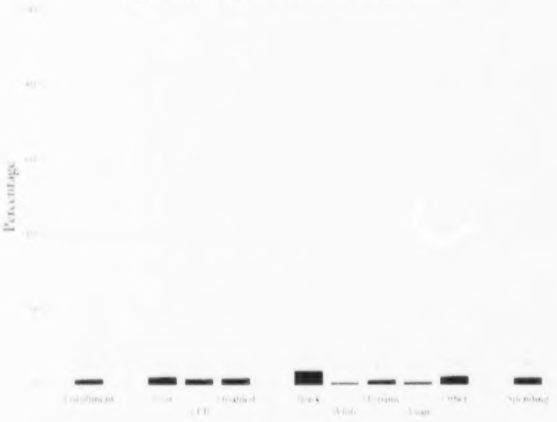
g Dropout rate is number of students in grades 9-12, including Special Ed who dropout, divided by enrollment through October.

h Dropout rate is number of students in grades 9-12 who drop out in each of four years prior to current school year, divided by 4-year enrollment.

i California Achievement Tests (CAT) for grades 1-12.

j Figure includes 27 Others.

Rochester's Share of New York Totals*



*Percentages are rounded to the nearest whole number

# Sacramento Unified School District

Size in nation: 68th

## STUDENT DEMOGRAPHICS:

| | |
|---|---|
| -Population of area served (1990): | 369,365 [a] |
| -Public school enrollment (1990-91): | 49,464 |
| -Enrollment as % of total area population: | 13.4% |
| -Enrollment as % of total 5-17 year old population: | 77.0% |
| -Percent change in enrollment (1980-1990): | +25.0% |
| -Percent of enrollment African-American: | 21.3% |
| -Percent of enrollment Hispanic: | 19.4% |
| -Percent of enrollment Asian or Pacific Islander: | 23.0% |
| -Percent of enrollment Native American or other: | 1.2% |
| -Percent of enrollment white: | 35.1% |
| -Percent of enrollment free or reduced price lunch: | 46.9% |
| -Percent of enrollment limited-English proficient: | 16.2% |
| -Percent of enrollment disabled: | 9.8% [b] |
| -Number of languages spoken: | 24 |
| -Percent of state's total enrollment: | 1.0% |
| -Percent of state's total school poor: | 1.5% |
| -Percent of state's total limited-English proficient: | 0.8% |
| -Percent of state's total disabled: | 1.2% |
| -Percent of state's total African-American: | 2.5% |
| -Percent of state's total Hispanic: | 0.6% |
| -Percent of state's total Asian or Pacific Islander: | 2.2% |
| -Percent of state's total Native American or other: | 1.6% |
| -Percent of state's total white: | 0.8% |

## DISTRICT CHARACTERISTICS:

| | |
|---|---|
| -Number of School Board members: | 7 |
| -How School Board is chosen: | Elected |
| -School Board term of office (years): | 4 |
| -Year current superintendent was hired: | 1989 |
| -Number of days teachers are on duty: | 181 [c] |
| -Teacher bargaining unit: | Indepen. |
| -Total number of schools: | 72 |
| -Court order for desegregation: | Voluntary |

## FINANCES:

| | |
|---|---|
| -Bonded debt rating: | NA |
| -Total revenues per student: | $4,195 [d] |
| -Percent of revenues from local sources: | 16.0% |
| -Percent of revenues from state sources: | 75.7% |
| -Percent of revenues from federal sources: | 8.3% |
| -Local school taxing authority: | Indepen. |
| -Percent of state's elementary and secondary expenditures: | 0.9% |

## GOAL INDICATORS:

### *Goal 1: Readiness to Learn*

| | |
|---|---|
| 1. Data collected to assess readiness for kindergarten: | Yes [e] |
| 2. Percent of entering 1st graders with: | |
| -full day of kindergarten: | 0.0% |
| -half day of kindergarten: | 94.8% |
| -no prior schooling: | 0.0% |
| -undetermined: | 5.2% |
| 3. Number of pre-kindergarten pupils per teacher: | NA |
| 4. Number of kindergarten pupils per teacher: | 29.0 [f] |
| 5. State requires early childhood staff credential: | No |
| 6. Percent of pre-kindergarten staff with early childhood credential: | 50.1% |
| 7. Percent of kindergarten staff credentialed as elementary school teachers: | 100.0% |
| 8. Schools with child care for infants of teen mothers: | Some |
| 9. Schools with parenting programs for adults: | Some |
| 10. Schools with parenting programs for teens: | Some |
| 11. Schools with programs for latchkey students: | Some |

### *Goal 2: Increased Graduation Rates*

| | |
|---|---|
| 1. Total number of graduates: | 1,817 |
| 2. Annual dropout rate (1989-90): | 16.2% |
| 3. Percent change in annual dropout rate (1988-90): | +3.2% |
| 4. 4-year dropout rate (1989-90): | 38.4% [g] |
| 5. Percent change in 4-year dropout rate (1988-90): | +19.6% |
| 6. Attendance rate: | 90.9% |
| 7. Schools with adult education programs: | Some |
| 8. Schools with academic programs for teen moms: | Some |

### *Goal 3: Improved Academic Achievement*

| | |
|---|---|
| Reading: | |
| 1. Standardized test(s) administered: | CTBS [h] |
| 2. Percent of students scoring in bottom quarter: | 32.3% [i] |
| 3. Percent of students scoring in top quarter: | 18.0% [i] |
| 4. Percent of students scoring above national norm: | 40.4% |
| Math: | |
| 5. Standardized test(s) administered: | CTBS [h] |
| 6. Percent of students scoring in bottom quarter: | 22.5% [i] |
| 7. Percent of students scoring in top quarter: | 29.4% [i] |
| 8. Percent of students scoring above national norm | 54.3% |
| 9. Percent of 10th graders successfully completing first year algebra: | NA [j] |
| 10. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate English: | 3.2% |
| 11. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate Math: | 3.3% |
| 12. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate Science: | NA |

# St. Louis City Public Schools

| | |
|---|---|
| 13. Schools with site-based management: | Some |
| 14. Schools with magnet programs: | Some |
| 15. Schools with public school choice: | Some |
| 16. Schools with alternative assessment programs: | All |

### *Goal 4: Quality Teachers*

| | |
|---|---|
| 1. Total number of teachers: | 4,195 |
| 2. Percent of English teachers fully certified: | NA [m] |
| 3. Percent of Math teachers fully certified: | NA [m] |
| 4. Percent of Science teachers fully certified: | NA [m] |
| 5. Percent of teachers who are minority: | 65.5% |
| 6. Average teacher salary: | $26,509 |
| 7. Average class size: | 25.0 [n] |
| 8. Schools with future teacher programs: | Some |
| 9. Schools with teacher or staff in-service training in urban culture or race relations: | Some |

### *Goal 5: Postsecondary Opportunities*

| | |
|---|---|
| 1. Percent of graduates: | |
| -enrolled in postsecondary vocational programs: | 7.1% |
| -enrolled in four-year colleges: | 33.8% |
| -enrolled in two-year colleges: | 16.2% |
| -performing military service: | 5.5% |
| -employed full-time: | 24.1% |
| -undetermined: | 13.3% |
| 2. Schools with higher education awareness programs for middle school students: | Some |
| 3. Schools with voter registration programs: | All |
| 4. Schools with community service programs: | Some |
| 5. Schools with job training programs for youth: | Some |
| 6. Schools with business collaboratives: | Some |

### *Goal 6: Safe and Caring Environment*

| | |
|---|---|
| 1. Drug/alcohol incidents per 1,000 students: | 0.3 |
| 2. Number of schools with health clinics: | 0 |
| 3. Number of student visits to health clinics: | NA [o] |
| 4. Schools with drug education programs: | All |
| 5. Total amount of deferred maintenance (millions of dollars): | $31.3 |
| 6. Schools with HIV and STD prevention programs: | All |
| 7. Schools with nutrition education programs: | All |
| 8. Schools with programs for children of drug-addicted parents: | All |
| 9. Schools with programs to reduce student suicide and stress: | All |
| 10. Schools with programs to reduce crime and gangs: | All |
| 11. Schools with pregnancy prevention programs: | Some |
| 12. Schools with programs for homeless children: | Some |

## NOTES:

a Population of the city of St. Louis, 1990

b Eligible for services under PL94-142

c Includes both instructional days in classroom plus other

d Figure includes sum of all revenue from local, state, and federal sources divided by enrollment. Result is not equivalent or comparable to an average per pupil expenditure.

e Students are assessed for vision, hearing, speech, health, and developmental skills (number concepts, auditory skills, paper/pencil skills, language skills, visual skills, and gross motor skills). Students who turn 5 in July, August, or September and meet the screening criteria are allowed to enroll in kindergarten. Students in the age categories who are unable to pass the test are referred to a pre-school in the district. Students who turn 5 before July are enrolled in kindergarten regardless of readiness test scores. Results are used to determine need for follow-up.

f All kindergarten in the district is full day. Data do not include repeating 1st graders.

g Figures represent pre-kindergarten teachers only.

h Figures represent kindergarten teachers only.

i Dropout rate is the number of students in grades 9-12 who withdrew or were not attending school due to pregnancy, marriage, employment, lack of interest, military or long-term suspension, divided by the number of dropouts plus students who were active at the end of the year or who graduated during the year.

j Dropout rate in 1989-90 was 32.0%. Data for 1990-91 will be based on a cohort of students who were first time 9th graders in Fall, 1986, through Spring, 1991 (one year beyond their expected graduation date). The dropout rate is the proportion of the cohort who were dropouts at the end of the 5th year.

k Stanford Achievement Tests (SAT) for grades K-12.

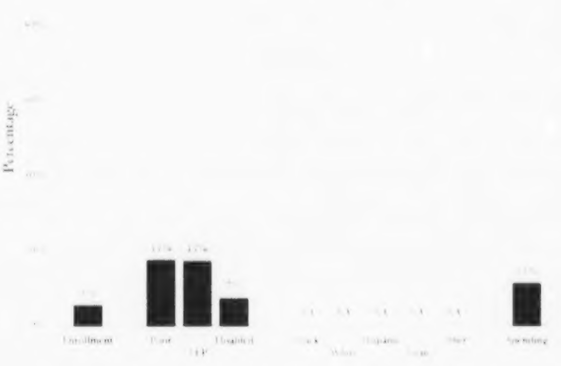
l Math courses include computer science courses. Science courses consist of physics, chemistry and biology.

m The data provided are for grades 7-12. Teachers in grades K-6 are generally certified to teach English, Social Studies, Science and Math.

n Non-integrated about 20; integrated about 27.

o There are no health clinics located in schools within the district.

St. Louis' Share of Missouri Totals*



*Percentages are rounded to the nearest whole number

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# St. Louis City Public Schools

Size in nation: 81st

## STUDENT DEMOGRAPHICS:

| | |
|---|---|
| -Population of area served (1990): | 396,685 [a] |
| -Public school enrollment (1990-91): | 42,842 |
| -Enrollment as % of total area population: | 10.8% |
| -Enrollment as % of total 5-17 year old population: | 64.9% |
| -Percent change in enrollment (1980-1990): | -32.3% |
| -Percent of enrollment African-American: | 77.3% |
| -Percent of enrollment Hispanic: | 0.4% |
| -Percent of enrollment Asian or Pacific Islander: | 1.2% |
| -Percent of enrollment Native American or other: | 0.1% |
| -Percent of enrollment white: | 21.0% |
| -Percent of enrollment free or reduced price lunch: | 86.8% |
| -Percent of enrollment limited-English proficient: | 1.5% |
| -Percent of enrollment disabled: | 15.3% [b] |
| -Number of languages spoken: | NA |
| -Percent of state's total enrollment: | 5.3% |
| -Percent of state's total school poor: | 17.3% |
| -Percent of state's total limited-English proficient: | 17.0% |
| -Percent of state's total disabled: | 7.1% |
| -Percent of state's total African-American: | NA |
| -Percent of state's total Hispanic: | NA |
| -Percent of state's total Asian or Pacific Islander: | NA |
| -Percent of state's total Native American or other: | NA |
| -Percent of state's total white: | NA |

## DISTRICT CHARACTERISTICS:

| | |
|---|---|
| -Number of School Board members: | 12 |
| -How School Board is chosen: | Elected |
| -School Board term of office (years): | 6 |
| -Year current superintendent was hired: | 1990 |
| -Number of days teachers are on duty: | 200 [c] |
| -Teacher bargaining unit: | AFT |
| -Total number of schools: | 128 |
| -Court order for desegregation: | Federal |

## FINANCES:

| | |
|---|---|
| -Bonded debt rating: | NA |
| -Total revenues per student: | $7,601 [d] |
| -Percent of revenues from local sources: | 42.6% |
| -Percent of revenues from state sources: | 48.4% |
| -Percent of revenues from federal sources: | 9.0% |
| -Local school taxing authority: | Indepen. |
| -Percent of state's elementary and secondary expenditures: | 11.0% |

## GOAL INDICATORS:

### *Goal 1: Readiness to Learn*

| | |
|---|---|
| 1. Data collected to assess readiness for kindergarten: | Yes [e] |
| 2. Percent of entering 1st graders with: | |
| -full day of kindergarten: | 88.7% [f] |
| -half day of kindergarten: | NA |
| -no prior schooling: | NA |
| -undetermined: | 11.3% |
| 3. Number of pre-kindergarten pupils per teacher: | 26.0 [g] |
| 4. Number of kindergarten pupils per teacher: | 20.4 [h] |
| 5. State requires early childhood staff credential: | Yes |
| 6. Percent of pre-kindergarten staff with early childhood credential: | 100.0% |
| 7. Percent of kindergarten staff credentialed as elementary school teachers: | 100.0% |
| 8. Schools with child care for infants of teen mothers: | Some |
| 9. Schools with parenting programs for adults: | Some |
| 10. Schools with parenting programs for teens: | Some |
| 11. Schools with programs for latchkey students: | Some |

### *Goal 2: Increased Graduation Rates*

| | |
|---|---|
| 1. Total number of graduates: | 1,221 |
| 2. Annual dropout rate (1990-91): | 15.8% [i] |
| 3. Percent change in annual dropout rate (1988-91): | +14.5% |
| 4. 4-year dropout rate (1990-91): | NA [j] |
| 5. Percent change in 4-year dropout rate (1988-91): | NA |
| 6. Attendance rate: | NA |
| 7. Schools with adult education programs: | Some |
| 8. Schools with academic programs for teen moms: | Some |

### *Goal 3: Improved Academic Achievement*

| | |
|---|---|
| Reading: | |
| 1. Standardized test(s) administered: | SAT [k] |
| 2. Percent of students scoring in bottom quarter: | 42.6% |
| 3. Percent of students scoring in top quarter: | 13.3% |
| 4. Percent of students scoring above national norm: | 30.3% |
| Math: | |
| 5. Standardized test(s) administered: | SAT [k] |
| 6. Percent of students scoring in bottom quarter: | 36.1% |
| 7. Percent of students scoring in top quarter: | 16.3% |
| 8. Percent of students scoring above national norm | 35.9% |
| 9. Percent of 10th graders successfully completing first year algebra: | NA |
| 10. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate English: | NA |
| 11. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate Math: | 0.6% [l] |
| 12. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate Science: | 0.9% [l] |

# Sacramento Unified School District

| | |
|---|---|
| 13. Schools with site-based management: | Some |
| 14. Schools with magnet programs: | Some |
| 15. Schools with public school choice: | Some |
| 16. Schools with alternative assessment programs: | None |

### *Goal 4: Quality Teachers*

| | |
|---|---|
| 1. Total number of teachers: | 2,077 |
| 2. Percent of English teachers fully certified: | NA |
| 3. Percent of Math teachers fully certified: | NA |
| 4. Percent of Science teachers fully certified: | NA |
| 5. Percent of teachers who are minority: | 25.4% |
| 6. Average teacher salary: | NA |
| 7. Average class size: | NA |
| 8. Schools with future teacher programs: | Some |
| 9. Schools with teacher or staff in-service training in urban culture or race relations: | All |

### *Goal 5: Postsecondary Opportunities*

| | |
|---|---|
| 1. Percent of graduates: | |
| -enrolled in postsecondary vocational programs: | 0.0% [k] |
| -enrolled in four-year colleges: | 13.5% [k] |
| -enrolled in two-year colleges: | 41.3% [k] |
| -performing military service: | 0.0% [k] |
| -employed full-time: | 0.0% [k] |
| -undetermined: | 45.1% [k] |
| 2. Schools with higher education awareness programs for middle school students: | All |
| 3. Schools with voter registration programs: | None |
| 4. Schools with community service programs: | Some |
| 5. Schools with job training programs for youth: | All |
| 6. Schools with business collaboratives: | All |

### *Goal 6: Safe and Caring Environment*

| | |
|---|---|
| 1. Drug/alcohol incidents per 1,000 students: | 2.4 |
| 2. Number of schools with health clinics: | 1 |
| 3. Number of student visits to health clinics: | 601 [l] |
| 4. Schools with drug education programs: | All |
| 5. Total amount of deferred maintenance (millions of dollars): | $5.0 |
| 6. Schools with HIV and STD prevention programs: | None |
| 7. Schools with nutrition education programs: | All |
| 8. Schools with programs for children of drug-addicted parents: | Some |
| 9. Schools with programs to reduce student suicide and stress: | None |
| 10. Schools with programs to reduce crime and gangs: | All |
| 11. Schools with pregnancy prevention programs: | None |
| 12. Schools with programs for homeless children: | Some |

NOTES:

[a] Population of the city of Sacramento, 1990.

[b] Eligible for services under PL94-142.

[c] Includes both instructional days in classroom plus other.

[d] Figure includes sum of all revenue from local, state, and federal sources divided by enrollment. Result is not equivalent or comparable to an average per pupil expenditure.

[e] Age (5 years old by December 2) is the only criteria for entering kindergarten.

[f] Data include 20 FTE teachers and 13.9 FTE aids.

[g] Dropout rate is the number of dropouts in grades 10-12 divided by original 10th grade enrollment.

[h] Comprehensive Tests of Basic Skills (CTBS) for grades 1-8.

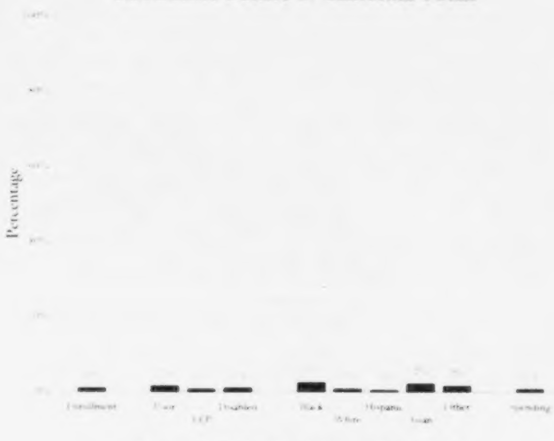
[i] Sum of students in each quarter does not equal total because of missing ethnic data.

[j] Data on course grades for algebra are not available by student grade level.

[k] Data gathered by California Postsecondary Commission for state (not private) schools for year 1987-88 (most recent year available).

[l] The number 601 includes students, their siblings, and their parents. No breakdown was available. Records show that 90% of visits are for immunizations and exams, 10% are for illness, rashes.

Sacramento's Share of California Totals*



*Percentages are rounded to the nearest whole number

# St. Paul Public Schools

Size in nation: 112th

## STUDENT DEMOGRAPHICS:

| | |
|---|---|
| -Population of area served (1990): | 272,235 [a] |
| -Public school enrollment (1990-91): | 35,610 |
| -Enrollment as % of total area population: | 13.1% |
| -Enrollment as % of total 5-17 year old population: | 83.5% |
| -Percent change in enrollment (1980-1990): | +10.2% |
| -Percent of enrollment African-American: | 16.5% |
| -Percent of enrollment Hispanic: | 5.7% |
| -Percent of enrollment Asian or Pacific Islander: | 19.8% |
| -Percent of enrollment Native American or other: | 1.6% |
| -Percent of enrollment white: | 56.4% |
| -Percent of enrollment free or reduced price lunch: | 55.0% |
| -Percent of enrollment limited-English proficient: | 13.4% |
| -Percent of enrollment disabled: | 10.9% [b] |
| -Number of languages spoken: | NA |
| -Percent of state's total enrollment: | 4.7% |
| -Percent of state's total school poor: | 12.8% |
| -Percent of state's total limited-English proficient: | 36.0% |
| -Percent of state's total disabled: | 5.8% |
| -Percent of state's total African-American: | 22.9% |
| -Percent of state's total Hispanic: | 20.7% |
| -Percent of state's total Asian or Pacific Islander: | 29.1% |
| -Percent of state's total Native American or other: | 4.2% |
| -Percent of state's total white: | 2.9% |

## DISTRICT CHARACTERISTICS:

| | |
|---|---|
| -Number of School Board members: | 7 |
| -How School Board is chosen: | Elected |
| -School Board term of office (years): | 4 |
| -Year current superintendent was hired: | 1991 |
| -Number of days teachers are on duty: | 186 [c] |
| -Teacher bargaining unit: | AFT |
| -Total number of schools: | 51 |
| -Court order for desegregation: | State |

## FINANCES:

| | |
|---|---|
| -Bonded debt rating: | Aa |
| -Total revenues per student: | $5,929 [d] |
| -Percent of revenues from local sources: | 47.6% |
| -Percent of revenues from state sources: | 46.1% |
| -Percent of revenues from federal sources: | 6.3% |
| -Local school taxing authority: | Indepen. |
| -Percent of state's elementary and secondary expenditures: | 4.1% |

## GOAL INDICATORS:

### *Goal 1: Readiness to Learn*

| | |
|---|---|
| 1. Data collected to assess readiness for kindergarten: | Yes [e] |
| 2. Percent of entering 1st graders with: | |
| -full day of kindergarten: | 6.3% |
| -half day of kindergarten: | 93.7% |
| -no prior schooling: | 0.0% |
| -undetermined: | 0.0% |
| 3. Number of pre-kindergarten pupils per teacher: | NA |
| 4. Number of kindergarten pupils per teacher: | 44.8 [f] |
| 5. State requires early childhood staff credential: | Yes |
| 6. Percent of pre-kindergarten staff with early childhood credential: | 57.0% [g] |
| 7. Percent of kindergarten staff credentialed as elementary school teachers: | 100.0% |
| 8. Schools with child care for infants of teen mothers: | Some |
| 9. Schools with parenting programs for adults: | All |
| 10. Schools with parenting programs for teens: | All |
| 11. Schools with programs for latchkey students: | All |

### *Goal 2: Increased Graduation Rates*

| | |
|---|---|
| 1. Total number of graduates: | 1,782 |
| 2. Annual dropout rate (1990-91): | 12.7% |
| 3. Percent change in annual dropout rate (1988-91): | +2.4% [h] |
| 4. 4-year dropout rate (1990-91): | NA |
| 5. Percent change in 4-year dropout rate (1988-91): | NA |
| 6. Attendance rate: | 89.0% [i] |
| 7. Schools with adult education programs: | All |
| 8. Schools with academic programs for teen moms: | All |

### *Goal 3: Improved Academic Achievement*

| | |
|---|---|
| Reading: | |
| 1. Standardized test(s) administered: | SRA [j] |
| 2. Percent of students scoring in bottom quarter: | 32.8% |
| 3. Percent of students scoring in top quarter: | 23.9% |
| 4. Percent of students scoring above national norm: | 45.6% |
| Math: | |
| 5. Standardized test(s) administered: | SRA [j] |
| 6. Percent of students scoring in bottom quarter: | 32.0% |
| 7. Percent of students scoring in top quarter: | 26.6% |
| 8. Percent of students scoring above national norm | 47.0% |
| 9. Percent of 10th graders successfully completing first year algebra: | 69.6% |
| 10. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate English: | 10.6% |
| 11. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate Math: | 8.4% |
| 12. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate Science: | 7.3% |

# St. Paul Public Schools

| | | |
|---|---|---|
| 13. | Schools with site-based management: | Some |
| 14. | Schools with magnet programs: | Some |
| 15. | Schools with public school choice: | All |
| 16. | Schools with alternative assessment programs: | Some |

### *Goal 4: Quality Teachers*

| | | |
|---|---|---|
| 1. | Total number of teachers: | 2,044 |
| 2. | Percent of English teachers fully certified: | NA |
| 3. | Percent of Math teachers fully certified: | NA |
| 4. | Percent of Science teachers fully certified: | NA |
| 5. | Percent of teachers who are minority: | 10.6% |
| 6. | Average teacher salary: | $37,543 |
| 7. | Average class size: | NA |
| 8. | Schools with future teacher programs: | Some |
| 9. | Schools with teacher or staff in-service training in urban culture or race relations: | All |

### *Goal 5: Postsecondary Opportunities*

| | | |
|---|---|---|
| 1. | Percent of graduates: | |
| | -enrolled in postsec [illegible] vocational programs: | 8.6% |
| | -enrolled in four-year colleges: | 40.7% |
| | -enrolled in two-year colleges: | 18.7% |
| | -performing military service: | 1.9% |
| | -employed full-time: | 28.7% |
| | -undetermined: | 1.5% |
| 2. | Schools with higher education awareness programs for middle school students: | All |
| 3. | Schools with voter registration programs: | All |
| 4. | Schools with community service programs: | All |
| 5. | Schools with job training programs for youth: | All |
| 6. | Schools with business collaboratives: | All |

### *Goal 6: Safe and Caring Environment*

| | | |
|---|---|---|
| 1. | Drug/alcohol incidents per 1,000 students: | 0.8 |
| 2. | Number of schools with health clinics: | 5 |
| 3. | Number of student visits to health clinics: | 12,846 [k] |
| 4. | Schools with drug education programs: | All |
| 5. | Total amount of deferred maintenance (millions of dollars): | $16.0 |
| 6. | Schools with HIV and STD prevention programs: | All |
| 7. | Schools with nutrition education programs: | All |
| 8. | Schools with programs for children of drug-addicted parents: | All |
| 9. | Schools with programs to reduce student suicide and stress: | All |
| 10. | Schools with programs to reduce crime and gangs: | All |
| 11. | Schools with pregnancy prevention programs: | All |
| 12. | Schools with programs for homeless children: | Some |

NOTES:

a Population of the city of St. Paul, 1990

b Eligible for services under PL94-142.

c Includes both instructional days in classroom plus other.

d Figure includes sum of all revenue from local, state, and federal sources divided by enrollment. Result is not equivalent or comparable to an average per pupil expenditure.

e Students who will be entering kindergarten are encouraged to participate in voluntary screening for health, development, and speech/language. All kindergarten students receive oral language assessment. Referral is made to special education when appropriate. Results are used to guide instruction.

f Total number of students in two half-day sessions.

g Figure includes paraprofessionals.

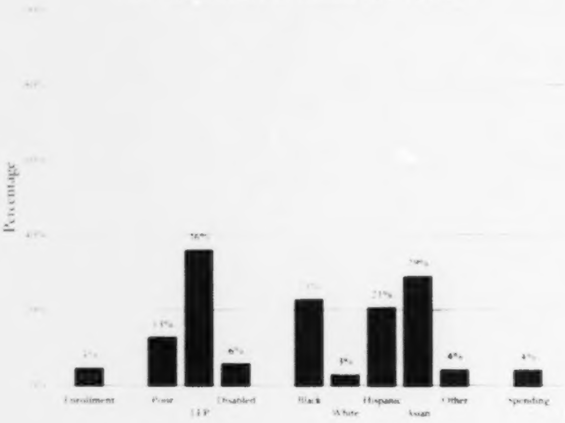
h Rates may not be comparable due to changes in state definitions of dropouts.

i Attendance rate for grades 7-12.

j SRA for grades 2-8, 10. 1990-91 achievement data have not yet been disaggregated by racial/ethnic background. Therefore, 1989-90 data have been reported.

k Figure from the 1988-89 school year, the last for which data were available.

St. Paul's Share of Minnesota Totals*



*Percentages are rounded to the nearest whole number.

# San Diego Unified School District

Size in nation: 14th

## STUDENT DEMOGRAPHICS:

| | |
|---|---|
| -Population of area served (1990): | 1,110,549 |
| -Public school enrollment (1990-91): | 122,984 |
| -Enrollment as % of total area population: | 11.1% |
| -Enrollment as % of total 5-17 year old population: | 72.3% |
| -Percent change in enrollment (1980-1990): | +10.7% |
| -Percent of enrollment African-American: | 16.1% |
| -Percent of enrollment Hispanic: | 27.1% |
| -Percent of enrollment Asian or Pacific Islander: | 18.8% |
| -Percent of enrollment Native American or other: | 0.5% |
| -Percent of enrollment white: | 37.4% |
| -Percent of enrollment free or reduced price lunch: | 40.6% |
| -Percent of enrollment limited-English proficient: | 21.0% |
| -Percent of enrollment disabled: | 11.0% |
| -Number of languages spoken: | 54 |
| -Percent of state's total enrollment: | 2.5% |
| -Percent of state's total school poor: | 3.3% |
| -Percent of state's total limited-English proficient: | 2.6% |
| -Percent of state's total disabled: | 3.3% |
| -Percent of state's total African-American: | 4.6% |
| -Percent of state's total Hispanic: | 1.9% |
| -Percent of state's total Asian or Pacific Islander: | 4.3% |
| -Percent of state's total Native American or other: | 1.6% |
| -Percent of state's total white: | 2.0% |

## DISTRICT CHARACTERISTICS:

| | |
|---|---|
| -Number of School Board members: | 5 |
| -How School Board is chosen: | Elected |
| -School Board term of office (years): | 4 |
| -Year current superintendent was hired: | 1982 |
| -Number of days teachers are on duty: | 184 |
| -Teacher bargaining unit: | NEA |
| -Total number of schools: | 155 |
| -Court order for desegregation: | State |

## FINANCES:

| | |
|---|---|
| -Bonded debt rating: | Aa |
| -Total revenues per student: | $4.562 |
| -Percent of revenues from local sources: | 40.2% |
| -Percent of revenues from state sources: | 53.3% |
| -Percent of revenues from federal sources: | 6.5% |
| -Local school taxing authority: | Indepen. |
| -Percent of state's elementary and secondary expenditures: | 1.6% |

## GOAL INDICATORS:

### *Goal 1: Readiness to Learn*

| | |
|---|---|
| 1. Data collected to assess readiness for kindergarten: | **NA** |
| 2. Percent of entering 1st graders with: | |
| -full day of kindergarten: | **NA** |
| -half day of kindergarten: | **NA** |
| -no prior schooling: | **NA** |
| -undetermined: | **NA** |
| 3. Number of pre-kindergarten pupils per teacher: | **19.4** |
| 4. Number of kindergarten pupils per teacher: | **30.1** |
| 5. State requires early childhood staff credential: | **No** |
| 6. Percent of pre-kindergarten staff with early childhood credential: | **12.7%** |
| 7. Percent of kindergarten staff credentialed as elementary school teachers: | **95.9%** |
| 8. Schools with child care for infants of teen mothers: | **Some** |
| 9. Schools with parenting programs for adults: | **Some** |
| 10. Schools with parenting programs for teens: | **Some** |
| 11. Schools with programs for latchkey students: | **Some** |

### *Goal 2: Increased Graduation Rates*

| | |
|---|---|
| 1. Total number of graduates: | **5,694** |
| 2. Annual dropout rate (1990-91): | **5.0%** |
| 3. Percent change in annual dropout rate (1988-91): | **-33.3%** |
| 4. 4-year dropout rate (1990-91): | **18.1%** |
| 5. Percent change in 4-year dropout rate (1988-91): | **-32.7%** |
| 6. Attendance rate: | **93.9%** |
| 7. Schools with adult education programs: | **Some** |
| 8. Schools with academic programs for teen moms: | **Some** |

### *Goal 3: Improved Academic Achievement*

| | |
|---|---|
| Reading: | |
| 1. Standardized test(s) administered: | **ASAT** |
| 2. Percent of students scoring in bottom quarter: | **26.1%** |
| 3. Percent of students scoring in top quarter: | **28.1%** |
| 4. Percent of students scoring above national norm: | **49.8%** |
| Math: | |
| 5. Standardized test(s) administered: | **ASAT** |
| 6. Percent of students scoring in bottom quarter: | **25.5%** |
| 7. Percent of students scoring in top quarter: | **31.3%** |
| 8. Percent of students scoring above national norm | **52.4%** |
| 9. Percent of 10th graders successfully completing first year algebra: | 61.2% |
| 10. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate English: | 6.6% |
| 11. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate Math: | 2.0% |
| 12. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate Science: | 6.9% |

# San Diego Unified School District

| | |
|---|---|
| 13. Schools with site-based management: | Some |
| 14. Schools with magnet programs: | Some |
| 15. Schools with public school choice: | Some |
| 16. Schools with alternative assessment programs: | Some |

*Goal 4: Quality Teachers*

| | |
|---|---|
| 1. Total number of teachers: | 5,282 |
| 2. Percent of English teachers fully certified: | 95.9% |
| 3. Percent of Math teachers fully certified: | 95.2% |
| 4. Percent of Science teachers fully certified: | 95.5% |
| 5. Percent of teachers who are minority: | 21.0% |
| 6. Average teacher salary: | $35,988 |
| 7. Average class size: | NA |
| 8. Schools with future teacher programs: | Some |
| 9. Schools with teacher or staff in-service training in urban culture or race relations: | All |

*Goal 5: Postsecondary Opportunities*

| | |
|---|---|
| 1. Percent of graduates: | |
| -enrolled in postsecondary vocational programs: | 0.6% [g] |
| -enrolled in four-year colleges: | 4.7% [g] |
| -enrolled in two-year colleges: | 5.1% [g] |
| -performing military service: | 0.4% [g] |
| -employed full-time: | 8.3% [g] |
| -undetermined: | 80.9% [g] |
| 2. Schools with higher education awareness programs for middle school students: | All |
| 3. Schools with voter registration programs: | All |
| 4. Schools with community service programs: | All |
| 5. Schools with job training programs for youth: | All |
| 6. Schools with business collaboratives: | Some |

*Goal 6: Safe and Caring Environment*

| | |
|---|---|
| 1. Drug/alcohol incidents per 1,000 students: | 0.7 |
| 2. Number of schools with health clinics: | 0 [h] |
| 3. Number of student visits to health clinics: | NA |
| 4. Schools with drug education programs: | All |
| 5. Total amount of deferred maintenance (millions of dollars): | $15.4 |
| 6. Schools with HIV and STD prevention programs: | All |
| 7. Schools with nutrition education programs: | All |
| 8. Schools with programs for children of drug-addicted parents: | Some |
| 9. Schools with programs to reduce student suicide and stress: | Some |
| 10. Schools with programs to reduce crime and gangs: | All |
| 11. Schools with pregnancy prevention programs: | All |
| 12. Schools with programs for homeless children: | None |

NOTES:

[a] Population of the city of San Diego, 1990.

[b] Eligible for services under PL94-142.

[c] Includes both instructional days in classroom plus other.

[d] Figure includes sum of all revenue from local, state, and federal sources divided by enrollment. Result is not equivalent or comparable to an average per pupil expenditure.

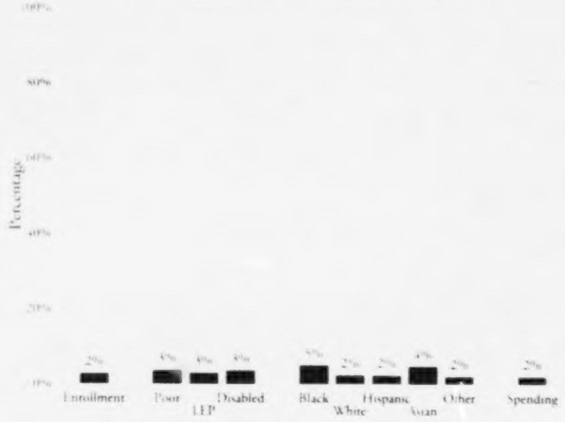
[e] Dropout rate is based on 9th grade cohort of students over four years of high school, and is determined by the number of one-year dropouts for each grade 9-12 during a single school year.

[f] SAT Abbreviated (ASAT) for grades 5 and 7.

[g] Based on a survey of graduates.

[h] The first health clinic is scheduled to open during the 1991-92 school year.

San Diego's Share of California Totals*



*Percentages are rounded to the nearest whole number

# San Francisco Unified School District

Size in nation: 50th

## STUDENT DEMOGRAPHICS:

| | |
|---|---|
| -Population of area served (1990): | 723,959 [a] |
| -Public school enrollment (1990-91): | 63,506 |
| -Enrollment as % of total area population: | 8.8% |
| -Enrollment as % of total 5-17 year old population: | 80.7% |
| -Percent change in enrollment (1980-1990): | +8.8% |
| -Percent of enrollment African-American: | 23.8% |
| -Percent of enrollment Hispanic: | 19.8% |
| -Percent of enrollment Asian or Pacific Islander: | 41.4% |
| -Percent of enrollment Native American or other: | 0.6% |
| -Percent of enrollment white: | 14.4% |
| -Percent of enrollment free or reduced price lunch: | 43.0% |
| -Percent of enrollment limited-English proficient: | 28.4% |
| -Percent of enrollment disabled: | 10.0% [b] |
| -Number of languages spoken: | 60 [c] |
| -Percent of state's total enrollment: | 1.3% |
| -Percent of state's total school poor: | 1.8% |
| -Percent of state's total limited-English proficient: | 1.8% |
| -Percent of state's total disabled: | 1.5% |
| -Percent of state's total African-American: | 3.5% |
| -Percent of state's total Hispanic: | 0.7% |
| -Percent of state's total Asian or Pacific Islander: | 5.0% |
| -Percent of state's total Native American or other: | 1.0% |
| -Percent of state's total white: | 0.4% |

## DISTRICT CHARACTERISTICS:

| | |
|---|---|
| -Number of School Board members: | 7 |
| -How School Board is chosen: | Elected |
| -School Board term of office (years): | 4 |
| -Year current superintendent was hired: | 1992 |
| -Number of days teachers are on duty: | 181 [d] |
| -Teacher bargaining unit: | AFT/NEA |
| -Total number of schools: | 110 |
| -Court order for desegregation: | Federal |

## FINANCES:

| | |
|---|---|
| -Bonded debt rating: | NA |
| -Total revenues per student: | $4,676 [e] |
| -Percent of revenues from local sources: | 23.0% |
| -Percent of revenues from state sources: | 70.2% |
| -Percent of revenues from federal sources: | 6.8% |
| -Local school taxing authority: | Indepen. |
| -Percent of state's elementary and secondary expenditures: | 1.2% |

## GOAL INDICATORS:

### *Goal 1: Readiness to Learn*

| | |
|---|---|
| 1. Data collected to assess readiness for kindergarten: | Yes [f] |
| 2. Percent of entering 1st graders with: | |
| -full day of kindergarten: | 0.0% |
| -half day of kindergarten: | 100.0% |
| -no prior schooling: | 0.0% |
| -undetermined: | 0.0% |
| 3. Number of pre-kindergarten pupils per teacher: | 0.0 [g] |
| 4. Number of kindergarten pupils per teacher: | 28.8 [h] |
| 5. State requires early childhood staff credential: | Yes [i] |
| 6. Percent of pre-kindergarten staff with early childhood credential: | 100.0% |
| 7. Percent of kindergarten staff credentialed as elementary school teachers: | 100.0% |
| 8. Schools with child care for infants of teen mothers: | Some |
| 9. Schools with parenting programs for adults: | Some |
| 10. Schools with parenting programs for teens: | All |
| 11. Schools with programs for latchkey students: | Some |

### *Goal 2: Increased Graduation Rates*

| | |
|---|---|
| 1. Total number of graduates: | 4,262 |
| 2. Annual dropout rate (1990-91): | 7.1% [j] |
| 3. Percent change in annual dropout rate (1988-91): | -2.7% |
| 4. 4-year dropout rate (1990-91): | 17.7% [k] |
| 5. Percent change in 4-year dropout rate (1988-91): | +7.9% |
| 6. Attendance rate: | 92.8% |
| 7. Schools with adult education programs: | None |
| 8. Schools with academic programs for teen moms: | Some |

### *Goal 3: Improved Academic Achievement*

| | |
|---|---|
| Reading: | |
| 1. Standardized test(s) administered: | CTBS [l] |
| 2. Percent of students scoring in bottom quarter: | 36.7% |
| 3. Percent of students scoring in top quarter: | 15.9% |
| 4. Percent of students scoring above national norm: | 35.3% |
| Math: | |
| 5. Standardized test(s) administered: | CTBS [l] |
| 6. Percent of students scoring in bottom quarter: | 23.2% |
| 7. Percent of students scoring in top quarter: | 34.8% |
| 8. Percent of students scoring above national norm | 56.8% |
| 9. Percent of 10th graders successfully completing first year algebra: | 28.3% |
| 10. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate English: | 2.0% |
| 11. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate Math: | 2.8% |
| 12. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate Science: | 5.3% |

# San Francisco Unified School District

| | | |
|---|---|---|
| 13. Schools with site-based management: | Some | |
| 14. Schools with magnet programs: | Some | |
| 15. Schools with public school choice: | All | |
| 16. Schools with alternative assessment programs: | Some | |

### *Goal 4: Quality Teachers*

| | | |
|---|---|---|
| 1. Total number of teachers: | 3,924 | |
| 2. Percent of English teachers fully certified: | NA | |
| 3. Percent of Math teachers fully certified: | NA | |
| 4. Percent of Science teachers fully certified: | NA | |
| 5. Percent of teachers who are minority: | 39.3% | |
| 6. Average teacher salary: | $39,835 | |
| 7. Average class size: | 28.4 | m |
| 8. Schools with future teacher programs: | Some | |
| 9. Schools with teacher or staff in-service training in urban culture or race relations: | All | |

### *Goal 5: Postsecondary Opportunities*

| | | |
|---|---|---|
| 1. Percent of graduates: | | |
| -enrolled in postsecondary vocational programs: | 3.8% | n |
| -enrolled in four-year colleges: | 52.8% | n |
| -enrolled in two-year colleges: | 36.8% | n |
| -performing military service: | 2.5% | n |
| -employed full-time: | 4.2% | n |
| -undetermined: | 0.0% | n |
| 2. Schools with higher education awareness programs for middle school students: | All | |
| 3. Schools with voter registration programs: | All | |
| 4. Schools with community service programs: | All | |
| 5. Schools with job training programs for youth: | Some | |
| 6. Schools with business collaboratives: | Some | |

### *Goal 6: Safe and Caring Environment*

| | |
|---|---|
| 1. Drug/alcohol incidents per 1,000 students: | NA |
| 2. Number of schools with health clinics: | 2 |
| 3. Number of student visits to health clinics: | NA |
| 4. Schools with drug education programs: | All |
| 5. Total amount of deferred maintenance (millions of dollars): | $90.0 |
| 6. Schools with HIV and STD prevention programs: | Some |
| 7. Schools with nutrition education programs: | All |
| 8. Schools with programs for children of drug-addicted parents: | Some |
| 9. Schools with programs to reduce student suicide and stress: | Some |
| 10. Schools with programs to reduce crime and gangs: | All |
| 11. Schools with pregnancy prevention programs: | Some |
| 12. Schools for homeless children: | Some |

NOTES:

a Population of the city of San Francisco, 1990.

b Eligible for services under PL94-142.

c Number of languages spoken by children is increasing rapidly.

d Includes both instructional days in classroom plus other.

e Figure includes sum of all revenue from local, state, and federal sources divided by enrollment. Result is not equivalent or comparable to an average per pupil expenditure.

f A child assessment is done 2 times a year for children in child care and those who are 3 years/9 months to 4 years/9 months (Pre-K). Results are used for placement in kindergarten.

g Data include 71 teachers and 19 paraprofessionals. Number of Pre-K pupils unavailable.

h Data include both teachers and paraprofessionals.

i For ECIA Pre-K.

j Data based on grades 9-12.

k Data based on graduates of grade 8 to graduates of grade 12.

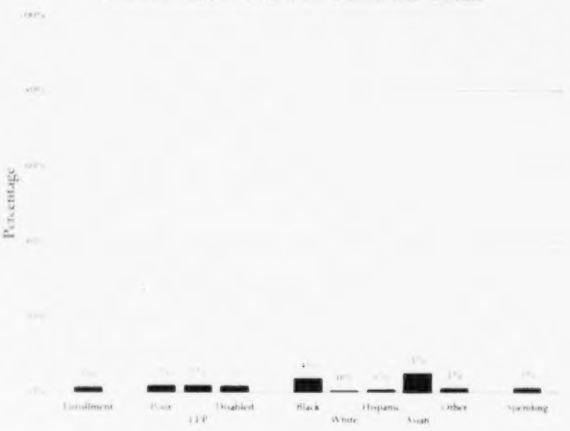
l Comprehensive Tests of Basic Skills (CTBS) for grades 1-11.

m Figure based on secondary grade class size. Elementary grades: 28.8; and English class size: 26.4.

n Data based on survey of 3,990 graduates, 2,800 of which responded on their intentions.

4

San Francisco's Share of California Totals*



*Percentages are rounded to the nearest whole number.

# Seattle School District

Size in nation: 93rd

## STUDENT DEMOGRAPHICS:

| | |
|---|---|
| -Population of area served (1990): | 516,259 [a] |
| -Public school enrollment (1990-91): | 43,601 |
| -Enrollment as % of total area population: | 8.4% |
| -Enrollment as % of total 5-17 year old population: | 78.3% |
| -Percent change in enrollment (1980-1990): | -10.2% |
| -Percent of enrollment African-American: | 24.3% |
| -Percent of enrollment Hispanic: | 6.5% |
| -Percent of enrollment Asian or Pacific Islander: | 22.6% |
| -Percent of enrollment Native American or other: | 3.1% |
| -Percent of enrollment white: | 43.5% |
| -Percent of enrollment free or reduced price lunch: | 36.5% |
| -Percent of enrollment limited-English proficient: | 9.8% |
| -Percent of enrollment disabled: | 7.2% [b] |
| -Number of languages spoken: | 75 |
| -Percent of state's total enrollment: | 5.2% |
| -Percent of state's total school poor: | 9.5% |
| Percent of state's total limited-English proficient: | 15.4% |
| -Percent of state's total disabled: | 5.6% |
| -Percent of state's total African-American: | 30.1% |
| -Percent of state's total Hispanic: | 6.0% |
| -Percent of state's total Asian or Pacific Islander: | 20.9% |
| -Percent of state's total Native American or other: | 6.5% |
| -Percent of state's total white: | 2.8% |

## DISTRICT CHARACTERISTICS:

| | |
|---|---|
| -Number of School Board members: | 7 |
| -How School Board is chosen: | Elected |
| -School Board term of office (years): | 4 |
| -Year current superintendent was hired: | 1986 |
| -Number of days teachers are on duty: | 182 [c] |
| -Teacher bargaining unit: | NEA |
| -Total number of schools: | 82 |
| -Court order for desegregation: | Voluntary |

## FINANCES:

| | |
|---|---|
| -Bonded debt rating: | AA |
| -Total revenues per student: | $6,478 [d] |
| -Percent of revenues from local sources: | 29.1% |
| -Percent of revenues from state sources: | 63.0% |
| -Percent of revenues from federal sources: | 7.8% |
| -Local school taxing authority: | Indepen. |
| -Percent of state's elementary and secondary expenditures: | 5.2% |

## GOAL INDICATORS:

### *Goal 1: Readiness to Learn*

| | |
|---|---|
| 1. Data collected to assess readiness for kindergarten: | Yes |
| 2. Percent of entering 1st graders with: | |
| -full day of kindergarten: | NA |
| -half day of kindergarten: | NA |
| -no prior schooling: | NA |
| -undetermined: | NA |
| 3. Number of pre-kindergarten pupils per teacher: | NA |
| 4. Number of kindergarten pupils per teacher: | NA |
| 5. State requires early childhood staff credential: | No |
| 6. Percent of pre-kindergarten staff with early childhood credential: | NA |
| 7. Percent of kindergarten staff credentialed as elementary school teachers: | NA |
| 8. Schools with child care for infants of teen mothers: | Some |
| 9. Schools with parenting programs for adults: | Some |
| 10. Schools with parenting programs for teens: | Some |
| 11. Schools with programs for latchkey students: | Some |

### *Goal 2: Increased Graduation Rates*

| | |
|---|---|
| 1. Total number of graduates: | 2,279 |
| 2. Annual dropout rate (1990-91): | 15.6% [e] |
| 3. Percent change in annual dropout rate (1988-91): | -4.3% |
| 4. 4-year dropout rate (1990-91): | 25.0% |
| 5. Percent change in 4-year dropout rate (1988-91): | NA |
| 6. Attendance rate: | 90.0% |
| 7. Schools with adult education programs: | None |
| 8. Schools with academic programs for teen moms: | Some |

### *Goal 3: Improved Academic Achievement*

| | |
|---|---|
| Reading: | |
| 1. Standardized test(s) administered: | CAT [f] |
| 2. Percent of students scoring in bottom quarter: | 25.7% |
| 3. Percent of students scoring in top quarter: | 32.0% |
| 4. Percent of students scoring above national norm: | 53.8% |
| Math: | |
| 5. Standardized test(s) administered: | CAT [f] |
| 6. Percent of students scoring in bottom quarter: | 22.3% |
| 7. Percent of students scoring in top quarter: | 33.7% |
| 8. Percent of students scoring above national norm: | 57.0% |
| 9. Percent of 10th graders successfully completing first year algebra: | NA |
| 10. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate English: | 2.3% |
| 11. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate Math: | 4.1% |
| 12. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate Science: | 1.1% |

# Seattle School District

13. Schools with site-based management: Some
14. Schools with magnet programs: Some
15. Schools with public school choice: All
16. Schools with alternative assessment programs: None

### *Goal 4: Quality Teachers*

1. Total number of teachers: 2,178
2. Percent of English teachers fully certified: 100.0%
3. Percent of Math teachers fully certified: 100.0%
4. Percent of Science teachers fully certified: 100.0%
5. Percent of teachers who are minority: 22.8%
6. Average teacher salary: $34,744
7. Average class size: NA
8. Schools with future teacher programs: Some
9. Schools with teacher or staff in-service training in urban culture or race relations: All

### *Goal 5: Postsecondary Opportunities*

1. Percent of graduates:
   - -enrolled in postsecondary vocational programs: NA
   - -enrolled in four-year colleges: NA
   - -enrolled in two-year colleges: NA
   - -performing military service: NA
   - -employed full-time: NA
   - -undetermined: NA
2. Schools with higher education awareness programs for middle school students: NA
3. Schools with voter registration programs: NA
4. Schools with community service programs: NA
5. Schools with job training programs for youth: NA
6. Schools with business collaboratives: Some

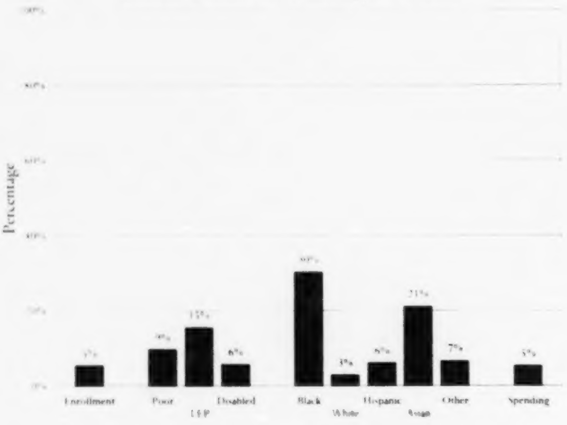
### *Goal 6: Safe and Caring Environment*

1. Drug/alcohol incidents per 1,000 students: NA
2. Number of schools with health clinics: 1
3. Number of student visits to health clinics: 373
4. Schools with drug education programs: All
5. Total amount of deferred maintenance (millions of dollars): $175.0
6. Schools with HIV and STD prevention programs: All
7. Schools with nutrition education programs: All
8. Schools with programs for children of drug-addicted parents: Some
9. Schools with programs to reduce student suicide and stress: Some
10. Schools with programs to reduce crime and gangs: Some
11. Schools with pregnancy prevention programs: All
12. Schools with programs for homeless children: Some

## NOTES:

a Population of the city of Seattle, 1990.
b Eligible for services under PL94-142.
c Includes both instructional days in classroom plus other.
d Figure includes sum of all revenue from local, state, and federal sources divided by enrollment. Result is not equivalent or comparable to an average per pupil expenditure.
e Dropout rate for grades 9-12.
f California Achievement Tests (CAT) for grades 1-11.

Seattle's Share of Washington Totals*



*Percentages are rounded to the nearest whole number.

# Toledo Public Schools

Size in nation: 97th

## STUDENT DEMOGRAPHICS:

| | |
|---|---|
| -Population of area served (1990): | 332,943 [a] |
| -Public school enrollment (1990-91): | 40,452 |
| -Enrollment as % of total area population: | 12.1% |
| -Enrollment as % of total 5-17 year old population: | 68.7% |
| -Percent change in enrollment (1980-1990): | -11.1% |
| -Percent of enrollment African-American: | 38.0% |
| -Percent of enrollment Hispanic: | 5.3% |
| -Percent of enrollment Asian or Pacific Islander: | 0.8% |
| -Percent of enrollment Native American or other: | 0.1% |
| -Percent of enrollment white: | 55.8% |
| -Percent of enrollment free or reduced price lunch: | 45.9% |
| -Percent of enrollment limited-English proficient: | 0.5% |
| -Percent of enrollment disabled: | 7.1% [b] |
| -Number of languages spoken: | 10 |
| -Percent of state's total enrollment: | 2.3% |
| -Percent of state's total school poor: | 5.0% |
| -Percent of state's total limited-English proficient: | 2.2% |
| -Percent of state's total disabled: | 1.6% |
| -Percent of state's total African-American: | 6.1% |
| -Percent of state's total Hispanic: | 9.3% |
| -Percent of state's total Asian or Pacific Islander: | 2.1% |
| -Percent of state's total Native American or other: | 2.4% |
| -Percent of state's total white: | 1.5% |

## DISTRICT CHARACTERISTICS:

| | |
|---|---|
| -Number of School Board members: | 5 |
| -How School Board is chosen: | Elected |
| -School Board term of office (years): | 4 |
| -Year current superintendent was hired: | 1990 |
| -Number of days teachers are on duty: | 182 [c] |
| -Teacher bargaining unit: | AFT |
| -Total number of schools: | 64 |
| -Court order for desegregation: | NA |

## FINANCES:

| | |
|---|---|
| -Bonded debt rating: | A |
| -Total revenues per student: | $6,050 [d] |
| -Percent of revenues from local sources: | 49.1% |
| -Percent of revenues from state sources: | 44.4% |
| -Percent of revenues from federal sources: | 6.5% |
| -Local school taxing authority: | Indepen. |
| -Percent of state's elementary and secondary expenditures: | 2.8% |

## GOAL INDICATORS:

### *Goal 1: Readiness to Learn*

| | |
|---|---|
| 1. Data collected to assess readiness for kindergarten: | Yes [e] |
| 2. Percent of entering 1st graders with: | |
| -full day of kindergarten: | 4.6% |
| -half day of kindergarten: | 90.3% |
| -no prior schooling: | 0.0% |
| -undetermined: | 5.1% |
| 3. Number of pre-kindergarten pupils per teacher: | NA |
| 4. Number of kindergarten pupils per teacher: | 43.4 [f] |
| 5. State requires early childhood staff credential: | Yes [g] |
| 6. Percent of pre-kindergarten staff with early childhood credential: | 41.0% |
| 7. Percent of kindergarten staff credentialed as elementary school teachers: | 86.0% |
| 8. Schools with child care for infants of teen mothers: | Some |
| 9. Schools with parenting programs for adults: | Some |
| 10. Schools with parenting programs for teens: | Some |
| 11. Schools with programs for latchkey students: | Some |

### *Goal 2: Increased Graduation Rates*

| | |
|---|---|
| 1. Total number of graduates: | 1,709 |
| 2. Annual dropout rate (1990-91): | 4.8% [h] |
| 3. Percent change in annual dropout rate (1988-91): | -12.7% |
| 4. 4-year dropout rate (1990-91): | NA |
| 5. Percent change in 4-year dropout rate (1988-91): | NA |
| 6. Attendance rate: | NA |
| 7. Schools with adult education programs: | Some |
| 8. Schools with academic programs for teen moms: | Some |

### *Goal 3: Improved Academic Achievement*

| | |
|---|---|
| Reading: | |
| 1. Standardized test(s) administered: | MAT [i] |
| 2. Percent of students scoring in bottom quarter: | 21.7% |
| 3. Percent of students scoring in top quarter: | 23.2% |
| 4. Percent of students scoring above national norm: | 49.2% |
| Math: | |
| 5. Standardized test(s) administered: | MAT [i] |
| 6. Percent of students scoring in bottom quarter: | 22.1% |
| 7. Percent of students scoring in top quarter: | 24.4% |
| 8. Percent of students scoring above national norm | 51.3% |
| 9. Percent of 10th graders successfully completing first year algebra: | NA |
| 10. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate English: | NA |
| 11. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate Math: | NA |
| 12. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate Science: | NA |

# Toledo Public Schools

| | |
|---|---|
| 13. Schools with site-based management: | None |
| 14. Schools with magnet programs: | None |
| 15. Schools with public school choice: | None |
| 16. Schools with alternative assessment programs: | None |

### *Goal 4: Quality Teachers*

| | |
|---|---|
| 1. Total number of teachers: | 2,462 |
| 2. Percent of English teachers fully certified: | 100.0% |
| 3. Percent of Math teachers fully certified: | 100.0% |
| 4. Percent of Science teachers fully certified: | 100.0% |
| 5. Percent of teachers who are minority: | 18.6% |
| 6. Average teacher salary: | $32,892 |
| 7. Average class size: | NA |
| 8. Schools with future teacher programs: | Some |
| 9. Schools with teacher or staff in-service training in urban culture or race relations: | None |

### *Goal 5: Postsecondary Opportunities*

| | |
|---|---|
| 1. Percent of graduates: | |
| -enrolled in postsecondary vocational programs: | NA |
| -enrolled in four-year colleges: | NA |
| -enrolled in two-year colleges: | NA |
| -performing military service: | NA |
| -employed full-time: | NA |
| -undetermined: | NA |
| 2. Schools with higher education awareness programs for middle school students: | None |
| 3. Schools with voter registration programs: | Some |
| 4. Schools with community service programs: | Some |
| 5. Schools with job training programs for youth: | Some |
| 6. Schools with business collaboratives: | Some |

### *Goal 6: Safe and Caring Environment*

| | |
|---|---|
| 1. Drug/alcohol incidents per 1,000 students: | 0.1 |
| 2. Number of schools with health clinics: | 0 |
| 3. Number of student visits to health clinics: | NA |
| 4. Schools with drug education programs: | All |
| 5. Total amount of deferred maintenance (millions of dollars): | $129.0 [j] |
| 6. Schools with HIV and STD prevention programs: | None |
| 7. Schools with nutrition education programs: | All |
| 8. Schools with programs for children of drug-addicted parents: | All |
| 9. Schools with programs to reduce student suicide and stress: | All |
| 10. Schools with programs to reduce crime and gangs: | None |
| 11. Schools with pregnancy prevention programs: | None |
| 12. Schools with programs for homeless children: | None |

NOTES:

a Population of the city of Toledo, 1990.

b Eligible for services under PL94-142.

c Includes both instructional days in classroom plus other.

d Figure includes sum of all revenue from local, state, and federal sources divided by enrollment. Result is not equivalent or comparable to an average per pupil expenditure.

e Assessments of kindergarten students are made after they arrive in the Fall. Formal assessments are made for Chapter 1 in select buildings; Walker results are used to place students in a full-day kindergarten program.

f Data include 18 teachers and 21 paraprofessionals.

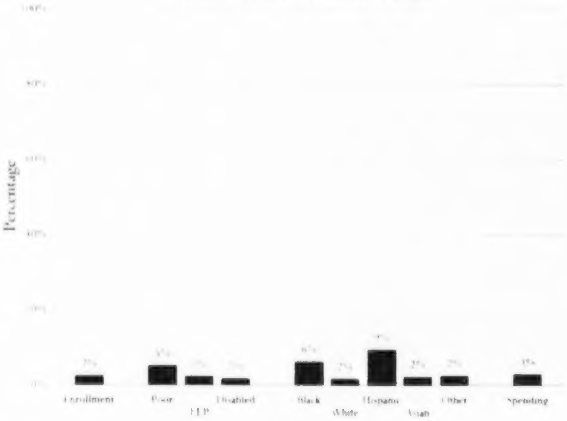
g Certification is required by 1993.

h Dropout rate is number of students grades 7-12 who drop out divided by enrollment of the same grades.

i Metropolitan Achievement Tests (MAT) for grades 1-10.

j The State October 1990 report amount was $229 million.

Toledo's Share of Ohio Totals*



*Percentages are rounded to the nearest whole number.

# Tucson Unified School District

Size in nation: 58th

## STUDENT DEMOGRAPHICS:

| | |
|---|---|
| -Population of area served (1990): | 405,390 [a] |
| -Public school enrollment (1990-91): | 54,987 |
| -Enrollment as % of total area population: | 13.6% |
| -Enrollment as % of total 5-17 year old population: | 84.1% |
| -Percent change in enrollment (1980-1990): | -1.1% |
| -Percent of enrollment African-American: | 6.0% |
| -Percent of enrollment Hispanic: | 37.1% |
| -Percent of enrollment Asian or Pacific Islander: | 2.0% |
| -Percent of enrollment Native American or other: | 3.3% |
| -Percent of enrollment white: | 51.5% |
| -Percent of enrollment free or reduced price lunch: | 29.5% |
| -Percent of enrollment limited-English proficient: | 14.4% |
| -Percent of enrollment disabled: | 8.8% [b] |
| -Number of languages spoken: | 78 |
| -Percent of state's total enrollment: | 8.6% |
| -Percent of state's total school poor: | 8.5% |
| -Percent of state's total limited-English proficient: | 12.0% |
| -Percent of state's total disabled: | 9.8% |
| -Percent of state's total African-American: | 12.6% |
| -Percent of state's total Hispanic: | 13.0% |
| -Percent of state's total Asian or Pacific Islander: | 11.6% |
| -Percent of state's total Native American or other: | 4.2% |
| -Percent of state's total white: | 7.0% |

## DISTRICT CHARACTERISTICS:

| | |
|---|---|
| -Number of School Board members: | 5 |
| -How School Board is chosen: | Elected |
| -School Board term of office (years): | 4 |
| -Year current superintendent was hired: | 1991 |
| -Number of days teachers are on duty: | 202 [c] |
| -Teacher bargaining unit: | NEA |
| -Total number of schools: | 103 |
| -Court order for desegregation: | Federal |

## FINANCES:

| | |
|---|---|
| -Bonded debt rating: | NA |
| -Total revenues per student: | $4,011 [d] |
| -Percent of revenues from local sources: | 42.5% |
| -Percent of revenues from state sources: | 51.8% |
| -Percent of revenues from federal sources: | 5.7% |
| -Local school taxing authority: | Dependent |
| -Percent of state's elementary and secondary expenditures: | 9.2% |

## GOAL INDICATORS:

### *Goal 1: Readiness to Learn*

| | |
|---|---|
| 1. Data collected to assess readiness for kindergarten: | Yes [e] |
| 2. Percent of entering 1st graders with: | |
| -full day of kindergarten: | 15.1% |
| -half day of kindergarten: | 78.8% |
| -no prior schooling: | 0.0% |
| -undetermined: | 6.1% |
| 3. Number of pre-kindergarten pupils per teacher: | 20.2 |
| 4. Number of kindergarten pupils per teacher: | 33.2 |
| 5. State requires early childhood staff credential: | Yes [f] |
| 6. Percent of pre-kindergarten staff with early childhood credential: | NA |
| 7. Percent of kindergarten staff credentialed as elementary school teachers: | 100.0% |
| 8. Schools with child care for infants of teen mothers: | Some |
| 9. Schools with parenting programs for adults: | None |
| 10. Schools with parenting programs for teens: | Some |
| 11. Schools with programs for latchkey students: | Some |

### *Goal 2: Increased Graduation Rates*

| | |
|---|---|
| 1. Total number of graduates: | 2,736 |
| 2. Annual dropout rate (1990-91): | 9.0% [g] |
| 3. Percent change in annual dropout rate (1988-91): | -10.9% |
| 4. 4-year dropout rate (1990-91): | 21.0% |
| 5. Percent change in 4-year dropout rate (1988-91): | NA |
| 6. Attendance rate: | 92.8% |
| 7. Schools with adult education programs: | None |
| 8. Schools with academic programs for teen moms: | Some |

### *Goal 3: Improved Academic Achievement*

| | |
|---|---|
| Reading: | |
| 1. Standardized test(s) administered: | ITBS/TAP [h] |
| 2. Percent of students scoring in bottom quarter: | 31.4% [i] |
| 3. Percent of students scoring in top quarter: | 19.4% [i] |
| 4. Percent of students scoring above national norm: | 43.5% [i] |
| Math: | |
| 5. Standardized test(s) administered: | ITBS/TAP [h] |
| 6. Percent of students scoring in bottom quarter: | 33.1% [i] |
| 7. Percent of students scoring in top quarter: | 20.5% [i] |
| 8. Percent of students scoring above national norm | 44.4% [i] |
| 9. Percent of 10th graders successfully completing first year algebra: | 38.8% |
| 10. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate English: | 18.4% |
| 11. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate Math: | 6.4% |
| 12. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate Science: | 10.1% |

# Tucson Unified School District

| | |
|---|---|
| 13. Schools with site-based management: | Some |
| 14. Schools with magnet programs: | Some |
| 15. Schools with public school choice: | Some |
| 16. Schools with alternative assessment programs: | All |

### *Goal 4: Quality Teachers*

| | |
|---|---|
| 1. Total number of teachers: | 2,764 |
| 2. Percent of English teachers fully certified: | 100.0% |
| 3. Percent of Math teachers fully certified: | 100.0% |
| 4. Percent of Science teachers fully certified: | 100.0% |
| 5. Percent of teachers who are minority: | 22.8% |
| 6. Average teacher salary: | $32,265 |
| 7. Average class size: | NA |
| 8. Schools with future teacher programs: | Some |
| 9. Schools with teacher or staff in-service training in urban culture or race relations: | Some |

### *Goal 5: Postsecondary Opportunities*

| | |
|---|---|
| 1. Percent of graduates: | |
| -enrolled in postsecondary vocational programs: | 5.0% |
| -enrolled in four-year colleges: | 52.0% |
| -enrolled in two-year colleges: | 25.0% |
| -performing military service: | 6.0% |
| -employed full-time: | NA |
| -undetermined: | 12.0% |
| 2. Schools with higher education awareness programs for middle school students: | None |
| 3. Schools with voter registration programs: | None |
| 4. Schools with community service programs: | Some |
| 5. Schools with job training programs for youth: | Some |
| 6. Schools with business collaboratives: | Some |

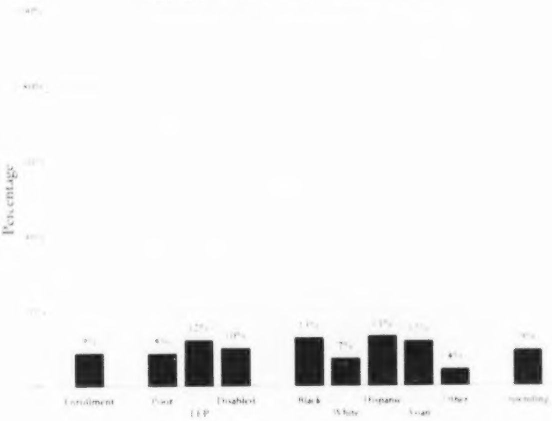
### *Goal 6: Safe and Caring Environment*

| | |
|---|---|
| 1. Drug/alcohol incidents per 1,000 students: | 3.1 |
| 2. Number of schools with health clinics: | 0 |
| 3. Number of student visits to health clinics: | NA |
| 4. Schools with drug education programs: | All |
| 5. Total amount of deferred maintenance (millions of dollars): | NA |
| 6. Schools with HIV and STD prevention programs: | All |
| 7. Schools with nutrition education programs: | All |
| 8. Schools with programs for children of drug-addicted parents: | None |
| 9. Schools with programs to reduce student suicide and stress: | None |
| 10. Schools with programs to reduce crime and gangs: | None |
| 11. Schools with pregnancy prevention programs: | None |
| 12. Schools with programs for homeless children: | None |

NOTES:

a Population of the city of Tucson, 1990.
b Eligible for services under PL94-142.
c Includes both instructional days in classroom plus other.
d Figure includes sum of all revenue from local, state, and federal sources divided by enrollment. Result is not equivalent or comparable to an average per pupil expenditure.
e The Gesell Developmental Test is given to students during summer. Results are used to make recommendations to the parents, teacher, and principal.
f Only Special Ed Preschool.
g Dropout rate is the number of students in grades 9-12 who drop out divided by the original enrollment plus transfers in minus transfers out plus deaths and graduates.
h Iowa Tests of Basic Skills (ITBS) for grades 2-8; Tests of Achievement and Proficiency (TAP) for grades 9-11.
i LEP and Special Education students included in data.

Tucson's Share of Arizona Totals*



*Percentages are rounded to the nearest whole number.

# Washington, D.C. Public Schools

Size in nation: 28th

## STUDENT DEMOGRAPHICS:

| | |
|---|---|
| -Population of area served (1990): | 606,900 [a] |
| -Public school enrollment (1990-91): | 80,694 |
| -Enrollment as % of total area population: | 13.3% |
| -Enrollment as % of total 5-17 year old population: | 89.1% |
| -Percent change in enrollment (1980-1990): | -19.3% |
| -Percent of enrollment African-American: | 89.8% |
| -Percent of enrollment Hispanic: | 5.2% |
| -Percent of enrollment Asian or Pacific Islander: | 1.1% |
| -Percent of enrollment Native American or other: | 0.0% |
| -Percent of enrollment white: | 3.9% |
| -Percent of enrollment free or reduced price lunch: | 54.4% |
| -Percent of enrollment limited-English proficient: | 4.1% |
| -Percent of enrollment disabled: | 7.8% [b] |
| -Number of languages spoken: | 10 |
| -Percent of state's total enrollment: | 100.0% |
| -Percent of state's total school poor: | 100.0% |
| -Percent of state's total limited-English proficient: | 100.0% |
| -Percent of state's total disabled: | 100.0% |
| -Percent of state's total African-American: | 100.0% |
| -Percent of state's total Hispanic: | 100.0% |
| -Percent of state's total Asian or Pacific Islander: | 100.0% |
| -Percent of state's total Native American or other: | 100.0% |
| -Percent of state's total white: | 100.0% |

## DISTRICT CHARACTERISTICS:

| | |
|---|---|
| -Number of School Board members: | 11 |
| -How School Board is chosen: | Elected |
| -School Board term of office (years): | 4 |
| -Year current superintendent was hired: | 1991 |
| -Number of days teachers are on duty: | 192 [c] |
| -Teacher bargaining unit: | AFT |
| -Total number of schools: | 187 |
| -Court order for desegregation: | Unitary |

## FINANCES:

| | |
|---|---|
| -Bonded debt rating: | NA |
| -Total revenues per student: | $6,837 [d] |
| -Percent of revenues from local sources: | 90.1% |
| -Percent of revenues from state sources: | 0.0% |
| -Percent of revenues from federal sources: | 9.9% |
| -Local school taxing authority: | Dependent |
| -Percent of state's elementary and secondary expenditures: | 0.0% |

## GOAL INDICATORS:

### *Goal 1: Readiness to Learn*

| | |
|---|---|
| 1. Data collected to assess readiness for kindergarten: | No |
| 2. Percent of entering 1st graders with: | |
| -full day of kindergarten: | 90.0% |
| -half day of kindergarten: | 0.0% |
| -no prior schooling: | 0.0% |
| -undetermined: | 10.0% |
| 3. Number of pre-kindergarten pupils per teacher: | 10.0 [e] |
| 4. Number of kindergarten pupils per teacher: | 20.0 |
| 5. State requires early childhood staff credential: | Yes |
| 6. Percent of pre-kindergarten staff with early childhood credential: | 100.0% |
| 7. Percent of kindergarten staff credentialed as elementary school teachers: | 100.0% |
| 8. Schools with child care for infants of teen mothers: | Some |
| 9. Schools with parenting programs for adults: | Some |
| 10. Schools with parenting programs for teens: | Some |
| 11. Schools with programs for latchkey students: | All |

### *Goal 2: Increased Graduation Rates*

| | |
|---|---|
| 1. Total number of graduates: | 3,369 |
| 2. Annual dropout rate (1990-91): | 9.1% |
| 3. Percent change in annual dropout rate (1989-91): | -12.2% [f] |
| 4. 4-year dropout rate (1988-89): | 42.3% [g] |
| 5. Percent change in 4-year dropout rate (1988-91): | NA |
| 6. Attendance rate: | 90.1% [h] |
| 7. Schools with adult education programs: | Some |
| 8. Schools with academic programs for teen moms: | Some |

### *Goal 3: Improved Academic Achievement*

| | |
|---|---|
| Reading: | |
| 1. Standardized test(s) administered: | CTBS [i] |
| 2. Percent of students scoring in bottom quarter: | 26.6% [i] |
| 3. Percent of students scoring in top quarter: | 17.5% [i] |
| 4. Percent of students scoring above national norm: | 40.1% [i] |
| Math: | |
| 5. Standardized test(s) administered: | CTBS [i] |
| 6. Percent of students scoring in bottom quarter: | 18.5% [i] |
| 7. Percent of students scoring in top quarter: | 25.6% [i] |
| 8. Percent of students scoring above national norm | 52.6% [i] |
| 9. Percent of 10th graders successfully completing first year algebra: | 34.3% |
| 10. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate English: | 3.5% |
| 11. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate Math: | 0.4% [j] |
| 12. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate Science: | 3.2% [k] |

# Washington, D.C. Public Schools

| | | |
|---|---|---|
| 13. Schools with site-based management: | Some | |
| 14. Schools with magnet programs: | Some | |
| 15. Schools with public school choice: | Some | |
| 16. Schools with alternative assessment programs: | All | |

## *Goal 4: Quality Teachers*

| | | |
|---|---|---|
| 1. Total number of teachers: | 6,597 | |
| 2. Percent of English teachers fully certified: | 87.7% | |
| 3. Percent of Math teachers fully certified: | 92.5% | |
| 4. Percent of Science teachers fully certified: | 86.8% | |
| 5. Percent of teachers who are minority: | 94.9% | |
| 6. Average teacher salary: | $38,825 | |
| 7. Average class size: | 25.0 | l |
| 8. Schools with future teacher programs: | Some | |
| 9. Schools with teacher or staff in-service training in urban culture or race relations: | Some | |

## *Goal 5: Postsecondary Opportunities*

| | | |
|---|---|---|
| 1. Percent of graduates: | | |
| -enrolled in postsecondary vocational programs: | 8.1% | m |
| -enrolled in four-year colleges: | 63.8% | m |
| -enrolled in two-year colleges: | 4.8% | m |
| -performing military service: | 6.2% | m |
| -employed full-time: | 34.4% | m |
| -undetermined: | 0.0% | m |
| 2. Schools with higher education awareness programs for middle school students: | Some | |
| 3. Schools with voter registration programs: | All | |
| 4. Schools with community service programs: | Some | |
| 5. Schools with job training programs for youth: | Some | |
| 6. Schools with business collaboratives: | Some | |

## *Goal 6: Safe and Caring Environment*

| | | |
|---|---|---|
| 1. Drug/alcohol incidents per 1,000 students: | NA | |
| 2. Number of schools with health clinics: | 1 | |
| 3. Number of student visits to health clinics: | 522 | |
| 4. Schools with drug education programs: | All | |
| 5. Total amount of deferred maintenance (millions of dollars): | $150.0 | |
| 6. Schools with HIV and STD prevention programs: | All | |
| 7. Schools with nutrition education programs: | All | |
| 8. Schools with programs for children of drug-addicted parents: | All | |
| 9. Schools with programs to reduce student suicide and stress: | Some | |
| 10. Schools with programs to reduce crime and gangs: | Some | |
| 11. Schools with pregnancy prevention programs: | All | |
| 12. Schools with programs for homeless children: | Some | n |

## NOTES:

a Population of the city Washington, D.C., 1990.

b Eligible for services under PL94-142.

c Includes both instructional days in classroom plus other.

d Figure includes sum of all revenue from local, state, and federal sources divided by enrollment. Result is not equivalent or comparable to an average per pupil expenditure.

e Figures include both teachers and paraprofessionals.

f 1989-90 was the first year the district calculated an annual dropout rate.

g Estimated longitudinal rate does not account for students retained in grade, student transfers to Adult Education Programs, or out-of-city transfers. 1988-89 was the last year the district calculated a 3-year cohort dropout rate.

h Figure for the 1989-90 school year.

i Comprehensive Tests of Basic Skills (CTBS) for grades 3, 6, 8-11. Percentile scores do not include LEP and IEP.

j Math: Calculus A.

k Science: Biology, Chemistry, and Physics B.

l Data for grades 3-6 and secondary academic classes. Preschool: 15; grades K-2: 20; industrial arts and vocational: 18.

m Percents based on sample of 678 individuals and include a double count of those engaged in more than one activity.

n Programs serve 632 homeless children in grades K-12 in 117 schools.

BEST COPY AVAILABLE

# Chapter VIII:
# About the Council

●

1990
1991

# Chapter VIII: About the Council

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# About the Council of the Great City Schools

The Council of the Great City Schools is a membership organization composed of 44 of the nation's largest urban public school systems. On its Board of Directors sit the Superintendent and one Board of Education member from each city, making it the only national education organization so constituted and the only one whose purpose and functions are solely urban.

The organization devotes itself to the promotion and advancement of education in inner-city public schools through public and legislative advocacy, research and information exchange. The Council's membership serves over five million inner-city youth or about 13.1% of the nation's public school enrollment. About 37% of the nation's African-American, 32% of its Hispanic, and 22% of its Asian American children are being educated daily in our member urban school systems.

Since its founding in 1961, the Council has served its members by focusing national attention on the unique needs and challenges of urban schools and providing a coalition through which the largest urban school systems could more effectively communicate with each other to reach common objectives. Amidst a background of cultural and ethnic diversity, the Council extends beyond its membership to other national organizations, businesses and government, and opinion leaders to arrive at solutions and serve as the voice for urban school children through the strength of alliance.

## COUNCIL STAFF

| | |
|---|---|
| Michael Casserly | Interim Executive Director |
| Teresita ValeCruz | Director of Administration and Finance |
| Henry Duvall | Director of Communications |
| Claire McIntyre | Executive Assistant |
| Ruth Granados | Legislative Specialist |
| Terry Tabor | Special Projects Assistant |
| Mark Root | Research Assistant |
| A. Tom Franklin | Senior Consultant |

## EXECUTIVE COMMITTEE

*July 1, 1992 - June 30, 1993*

### OFFICERS

President: Forrest N. Rieke, Board Member, Portland
President-Elect: Joseph A. Fernandez, Chancellor, New York City
Secretary-Treasurer: Loretta Heard, Board Member, Columbus
Past President: Constance E. Clayton, Superintendent, Philadelphia

### MEMBERS

William R. Anton, Superintendent, Los Angeles
Wilma Brown, Board Member, Toledo
Sylvia Campoy, Board Member, Tucson
Evie Dennis, Superintendent, Denver
Marvin Edwards, Superintendent, Dallas
Ina Evans, Board Member, Atlanta
E. Tom Giugni, Superintendent, Long Beach
Sandra H. Harp, Board Member, Minneapolis
Rachael Hedding, Board Member, Rochester
Ted Kimbrough, Superintendent, Chicago
Fred A. Rodriguez, Board Member, San Francisco
Ellen Roe, Board Member, Seattle
Norbert J. Schuerman, Superintendent, Omaha
Franklin L. Smith, Superintendent, Washington, DC
Kent Weeks, Board Member, Nashville
(Vacancy)

## 1992-93 BOARD OF DIRECTORS

*As of September 1, 1992*

| CITY | SUPERINTENDENTS | BOARD MEMBERS |
|---|---|---|
| Atlanta | Lester W. Butts | Ina Evans |
| Baltimore | Walter G. Amprey | Phillip H. Farfel |
| Boston | Lois Harrison Jones | Paul Parks |
| Broward Co. | Virgil L. Morgan | Robert Parks |
| Buffalo | Albert Thompson | (to be announced) |
| Chicago | Ted Kimbrough | Florence B. Cox |
| Cleveland | Sammie Campbell Parrish | (to be announced) |
| Columbus | John A. Middleton | William Moss |
| Dade County | Octavio J. Visiedo | G. Holmes Braddock |
| Dallas | Marvin Edwards | Rene Castilla |
| Dayton | James Williams | Joan A. Pettiford |
| Denver | Evie Dennis | Sharon Bailey |
| Detroit | Deborah McGriff | Frank Hayden |
| El Paso | Stan Paz | H.R. Moye |
| Fresno | Charles E. McCully | Nancy Richardson |
| Houston | Frank Petruzielo | Cathy Mincberg |
| Indianapolis | Shirl E. Gilbert II | Mary E. Busch |
| Long Beach | E. Thomas Giugni | Bobbie Smith |
| Los Angeles | William Anton | (to be announced) |
| Louisville | Donald Ingwerson | (to be announced) |
| Memphis | Gerry House | Barbara Prescott |
| Milwaukee | Howard Fuller | Jeanette Mitchell |
| Minneapolis | Robert J. Ferrera | Sandra Harp |
| Nashville | Richard Benjamin | Kent Weeks |
| New Orleans | Everett Williams | Paul Sens |
| New York City | Joseph Fernandez | Luis O. Reyes |
| Norfolk | J. Frank Sellew* | (to be announced) |
| Oakland | Richard R. Mesa | Toni Cook |
| Oklahoma City | Arthur Steller | Kay Floyd |
| Omaha | Norbert Schuerman | Ann Mactier |
| Philadelphia | Constance Clayton | Ruth Hayre |
| Phoenix | Victor Herbert | (to be announced) |
| Pittsburgh | Louise Brennen | Barbara Burns |
| Portland | John E. Bierwith | Forrest Rieke |
| Rochester | Manuel Rivera | Rachael Hedding |
| Sacramento | Rudolph Crew | Louise Perez |
| St. Louis | David Mahan | John Mahoney |
| St. Paul | Curman Gaines | Becky Montgomery |
| San Diego | Thomas Payzant | Susan Davis |
| San Francisco | Waldemar Rojas | Fred A. Rodriguez |
| Seattle | William Kendrick | Ellen Roe |
| Toledo | Crystal Ellis | Wilma D. Brown |
| Tucson | George F. Garcia | Sylvia Campoy |
| Washington, D.C. | Franklin Smith | Karen Shook |

*Acting Superintendent

## COUNCIL PUBLICATIONS

*Toward Achieving the Goals: Projects of the Partners in the 1991 Urban Education Summit* - March, 1992

*Profiles of AIDS Education and HIV Prevention Programs in the Great City Schools* - November 1991

*Strategies for Success: A Plan for Achieving the National Urban Education Goals* - January 1991

*Results 2000: Progress in Meeting Urban Education Goals* - Fall 1990

*Minority Student Access to and Preparation for Higher Education* - March 1990

*Teaching and Leading in the Great City Schools* - Fall 1988

*Challenges to Urban Education: Results in the Making* - 1987

*Special Education: Views from America's Cities* - November, 1986

*The Condition of Education in the Great City Schools - A Statistical Profile 1980-86* - 1986

*Survey of Computer Professional Development Programs in the Great Cities* - June 18, 1985

*The Maintenance Gap: Deferred Repair and Renovation in the Nation's Elementary and Secondary Schools* - January 1983

*The Effect of Tuition Tax Credits on Federal Expenditures for Public and Private Education* - November 1983

*Survey and Analysis of Technology in the Great Cities* - November 1983

*Student Performance Testing in the Great City Schools* - 1982

*Minimum Competency Testing in the Great City Schools* - September 1979

# The Great City Schools

## STUDENT DEMOGRAPHICS:

| | |
|---|---|
| -Population of area served (1990): | 40,295,253 [a] |
| -Public school enrollment (1990-91): | 5,408,321 |
| -Enrollment as % of total area population: | 13.4% |
| -Enrollment as % of total 5-17 year old population: | 82.1% |
| -Percent change in enrollment (1980-1990): | +0.6% |
| -Percent of enrollment African-American: | 42.1% |
| -Percent of enrollment Hispanic: | 26.5% |
| -Percent of enrollment Asian or Pacific Islander: | 5.9% |
| -Percent of enrollment Native American or other: | 0.5% |
| -Percent of enrollment white: | 25.0% |
| -Percent of enrollment free or reduced price lunch: | 54.8% |
| -Percent of enrollment limited-English proficient: | 13.5% |
| -Percent of enrollment disabled: | 10.6% [b] |
| -Number of languages spoken: | 120 [c] |
| -Percent of nation's total enrollment: | 13.1% |
| -Percent of nation's total school poor: | 24.5% [d] |
| -Percent of nation's total limited-English proficient: | 36.1% |
| -Percent of nation's total disabled: | 13.8% |
| -Percent of nation's total African-American: | 37.1% [e] |
| -Percent of nation's total Hispanic: | 31.8% [e] |
| -Percent of nation's total Asian or Pacific Islander: | 22.2% [e] |
| -Percent of nation's total Native American or other: | 9.5% [e] |
| -Percent of nation's total white: | 4.9% [e] |

## DISTRICT CHARACTERISTICS:

| | |
|---|---|
| -Most common number of School Board members: | 7 |
| -Most common way School Board is chosen: | Elected |
| -Most common School Board term of office (years): | 4 |
| -Most common year superintendent was hired: | 1991 |
| -Average number of days teachers are on duty: | 187.4 |
| -Most common teacher bargaining unit: | AFT |
| -Total number of schools: | 7,392 |
| -Court order for desegregation: | Yes |

## FINANCES:

| | |
|---|---|
| -Most common bonded debt rating: | Aa/A |
| -Total revenues per student: | $5,874 [f] |
| -Percent of revenues from local sources: | 42.0% |
| -Percent of revenues from state sources: | 48.9% |
| -Percent of revenues from federal sources: | 9.1% |
| -Most common local school taxing authority: | Indepen. |
| -% of state elem. and sec. expenditures: | 14.4% [g] |
| -% of federal elem. and sec. expenditures: | 21.5% |

## GOAL INDICATORS:

### *Goal 1: Readiness to Learn*

| | |
|---|---|
| 1. Data collected to assess readiness for kindergarten: | Yes [h] |
| 2. Percent of entering 1st graders with: | |
| -full day of kindergarten: | 51.5% |
| -half day of kindergarten: | 35.3% |
| -no prior schooling: | 5.9% |
| -undetermined: | 7.3% |
| 3. Number of pre-kindergarten pupils per teacher: | 14.4 [i] |
| 4. Number of kindergarten pupils per teacher: | 22.1 [i] |
| 5. State requires early childhood staff credential: | Yes |
| 6. Percent of pre-kindergarten staff with early childhood credential: | 52.4% [i] |
| 7. Percent of kindergarten staff credentialed as elementary school teachers: | 80.5% [i] |
| 8. Schools with child care for infants of teen mothers: | Some |
| 9. Schools with parenting programs for adults: | Some |
| 10. Schools with parenting programs for teens: | Some |
| 11. Schools with programs for latchkey students: | Some |

### *Goal 2: Increased Graduation Rates*

| | |
|---|---|
| 1. Total number of graduates: | 214,253 |
| 2. Median annual dropout rate (1990-91): | 8.8% [j] |
| 3. Percent change in annual dropout rate (1988-91): | -17.0% [k] |
| 4. Median 4-year dropout rate (1990-91): | 26.1% [l] |
| 5. Percent change in 4-year dropout rate (1988-91): | -18.7% [m] |
| 6. Median attendance rate: | 90.0% [n] |
| 7. Schools with adult education programs: | Some |
| 8. Schools with academic programs for teen moms: | Some |

### *Goal 3: Improved Academic Achievement*

| | |
|---|---|
| Reading: | |
| 1. Most common standardized test(s) administered: | ITBS/CTBS [o] |
| 2. Percent of students scoring in bottom quarter: | 32.0% |
| 3. Percent of students scoring in top quarter: | 18.2% |
| 4. Percent of students scoring above national norm: | 40.4% |
| Math: | |
| 5. Most common standardized test(s) administered: | ITBS/CTBS [o] |
| 6. Percent of students scoring in bottom quarter: | 27.8% |
| 7. Percent of students scoring in top quarter: | 25.4% |
| 8. Percent of students scoring above national norm | 47.8% |
| 9. Percent of 10th graders successfully completing first year algebra: | 36.1% |
| 10. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate English: | 5.2% [p] |
| 11. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate Math: | 3.3% [p] |
| 12. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate Science: | 3.3% [p] |

# The Great City Schools

| | | |
|---|---|---|
| 13. Schools with site-based management: | Some | |
| 14. Schools with magnet programs: | Some | |
| 15. Schools with public school choice: | Some | |
| 16. Schools with alternative assessment programs: | Some | |

### *Goal 4: Quality Teachers*

| | | |
|---|---|---|
| 1. Total number of teachers: | 297,645 | |
| 2. Percent of English teachers fully certified: | 98.6% | |
| 3. Percent of Math teachers fully certified: | 96.9% | |
| 4. Percent of Science teachers fully certified: | 97.3% | |
| 5. Percent of teachers who are minority: | 37.9% | |
| 6. Average teacher salary: | $36,650 | |
| 7. Average class size: | 27.0 | q |
| 8. Schools with future teacher programs: | Some | |
| 9. Schools with teacher or staff in-service training in urban culture or race relations: | Some | |

### *Goal 5: Postsecondary Opportunities*

| | | |
|---|---|---|
| 1. Percent of graduates: | | |
| -enrolled in postsecondary vocational programs: | 7.0% | r |
| -enrolled in four-year colleges: | 41.8% | r |
| -enrolled in two-year colleges: | 23.3% | r |
| -performing military service: | 3.6% | r |
| -employed full-time: | 9.6% | r |
| -undetermined: | 14.7% | r |
| 2. Schools with higher education awareness programs for middle school students: | Some | |
| 3. Schools with voter registration programs: | Some | |
| 4. Schools with community service programs: | Some | |
| 5. Schools with job training programs for youth: | Some | |
| 6. Schools with business collaboratives: | Some | |

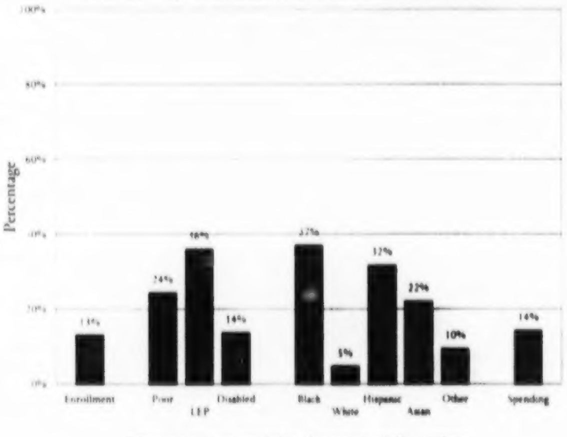
### *Goal 6: Safe and Caring Environment*

| | | |
|---|---|---|
| 1. Drug/alcohol incidents per 1,000 students: | 2.0 | s |
| 2. Number of schools with health clinics: | 718 | t |
| 3. Number of student visits to health clinics: | 1,570,000 | |
| 4. Schools with drug education programs: | Some | |
| 5. Total amount of deferred maintenance (billions of dollars): | $5.0 | u |
| 6. Schools with HIV and STD prevention programs: | Some | |
| 7. Schools with nutrition education programs: | Some | |
| 8. Schools with programs for children of drug-addicted parents: | Some | |
| 9. Schools with programs to reduce student suicide and stress: | Some | |
| 10. Schools with programs to reduce crime and gangs: | Some | |
| 11. Schools with pregnancy prevention programs: | Some | |
| 12. Schools with programs for homeless children: | Some | |

NOTES:

a Total population of the 47 Great Cities, 1990, where [illegible] entire county, county data were included rather than [illegible] boundaries may not correspond.
b Eligible for services under PL94-142.
c Number of languages spoken by children.
d Data based on number of free/reduced lunch eligible [illegible]
e Based on 1988-89 data.
f Data include sum of local, state and federal [illegible] not equivalent to an average per pupil expenditure [illegible]
g State data include sum of K-12 expenditures for [illegible]
h Data based on 40 school districts, 57.5% of which [illegible] cognitive and emotional development, and 20.0% [illegible]
i Data include districts which reported figures for [illegible] districts which reported data for teachers only [illegible]
j Data based on [illegible] school districts, half of which [illegible] and half of which are below [illegible] The [illegible] cities is 5.7%. Individual city rates may not [illegible]
k 77.8% of Great City Schools showed decreases [illegible]
l Data based on 29 school districts, half of which [illegible] and half of which are below 26.1%. Individual city [illegible]
m 50.0% of Great City Schools showed decreases in [illegible]
n Data based on 29 school districts, half of which [illegible] 90.0% and half of which were below 90.0%.
o Iowa Tests of Basic Skills (ITBS) and Comprehensive [illegible]
p Data include numbers of 11-12th graders who [illegible]
q Data based on 15 school districts, half of which [illegible] half of which are below 27.0. Data are for [illegible]
r Data based on 29 school districts for whom complete [illegible] available. Some districts may double count individuals [illegible]
s Data for grades 9-12 only.
t Approximately 71% of 45 responding school districts [illegible] about 9.7% of all individual city schools.
u Data include deferred repair and maintenance needs [illegible]

Great City Schools' Share of Nation's Totals*



*Percentages are rounded to the nearest whole number.

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# The Nation

## STUDENT DEMOGRAPHICS:

| | | |
|---|---|---|
| -Population of nation (1990): | 248,709,873 | a |
| -Public school enrollment (1990-91): | 41,223,804 | |
| -Enrollment as % of total population: | 16.6% | |
| -Enrollment as % of total 5-17 year old population: | 91.1% | |
| -Percent change in enrollment (1980-1990): | +0.7% | |
| -Percent of enrollment African-American: | 15.2% | b |
| -Percent of enrollment Hispanic: | 10.1% | b |
| -Percent of enrollment Asian or Pacific Islander: | 3.1% | b |
| -Percent of enrollment Native American or other: | 0.9% | b |
| -Percent of enrollment white: | 70.7% | b |
| -Percent of enrollment free or reduced price lunch: | 29.4% | |
| -Percent of enrollment limited-English proficient: | 4.9% | |
| -Percent of enrollment disabled: | 10.0% | c |
| -Number of languages spoken: | NA | |
| -Percent of nation's total enrollment: | 100.0% | b |
| -Percent of nation's total school poor: | 100.0% | b |
| -Percent of nation's total limited-English proficient: | 100.0% | b |
| -Percent of nation's total disabled: | 100.0% | b |
| -Percent of nation's total African-American: | 100.0% | b |
| -Percent of nation's total Hispanic: | 100.0% | b |
| -Percent of nation's total Asian or Pacific Islander: | 100.0% | b |
| -Percent of nation's total Native American or other: | 100.0% | b |
| -Percent of nation's total white: | 100.0% | b |

## DISTRICT CHARACTERISTICS:

| | |
|---|---|
| -Most common number of School Board members: | NA |
| -Most common way School Board is chosen: | Elected |
| -Most common School Board term of office (years): | NA |
| -Most common year superintendent was hired: | NA |
| -Average number of days teachers are on duty: | NA |
| -Most common teacher bargaining unit: | NEA |
| -Total number of schools: | 82,741 |
| -Court order for desegregation: | No |

## FINANCES:

| | | |
|---|---|---|
| -Most common bonded debt rating: | NA | |
| -Total revenues per student: | $5,339 | d |
| -Percent of revenues from local sources: | 45.0% | |
| -Percent of revenues from state sources: | 48.9% | |
| -Percent of revenues from federal sources: | 6.1% | |
| -Most common local school taxing authority: | Indepen. | |
| -% of nation's state elem. and sec. expenditures: | 100.0% | |
| -% of nation's federal elem. and sec. expenditures: | 100.0% | |

## GOAL INDICATORS:

### *Goal 1: Readiness to Learn*

| | | |
|---|---|---|
| 1. Data collected to assess readiness for kindergarten: | No | |
| 2. Percent of entering 1st graders with: | | |
| -full day of kindergarten: | NA | |
| -half day of kindergarten: | NA | |
| -no prior schooling: | NA | |
| -undetermined: | NA | |
| 3. Number of pre-kindergarten pupils per teacher: | NA | |
| 4. Number of kindergarten pupils per teacher: | NA | |
| 5. State requires early childhood staff credential: | Yes | |
| 6. Percent of pre-kindergarten staff with early childhood credential: | NA | |
| 7. Percent of kindergarten staff credentialed as elementary school teachers: | 82.9% | |
| 8. Schools with child care for infants of teen mothers: | Some | |
| 9. Schools with parenting programs for adults: | Some | |
| 10. Schools with parenting programs for teens: | Some | |
| 11. Schools with programs for latchkey students: | Some | |

### *Goal 2: Increased Graduation Rates*

| | | |
|---|---|---|
| 1. Total number of graduates: | 2,253,043 | |
| 2. Average annual dropout rate (1990-91): | 4.1% | e |
| 3. Percent change in annual dropout rate (1988-91): | -16.3% | |
| 4. Average 4-year dropout rate (1990-91): | NA | |
| 5. Percent change in 4-year dropout rate (1988-91): | NA | |
| 6. Median attendance rate: | 93.2% | |
| 7. Schools with adult education programs: | Some | |
| 8. Schools with academic programs for teen moms: | Some | |

### *Goal 3: Improved Academic Achievement*

| | | |
|---|---|---|
| Reading: | | |
| 1. Most common standardized test(s) administered: | NA | |
| 2. Percent of students scoring in bottom quarter: | 25.0% | f |
| 3. Percent of students scoring in top quarter: | 25.0% | f |
| 4. Percent of students scoring above national norm: | 50.0% | f |
| Math: | | |
| 5. Most common standardized test(s) administered: | NA | |
| 6. Percent of students scoring in bottom quarter: | 25.0% | f |
| 7. Percent of students scoring in top quarter: | 25.0% | f |
| 8. Percent of students scoring above national norm | 50.0% | f |
| 9. Percent of 10th graders successfully completing first year algebra: | NA | |
| 10. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate English: | 2.3% | g |
| 11. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate Math: | 1.5% | g |
| 12. Percent of 11-12 graders successfully completing A.P. or International Baccalaureate Science: | 1.2% | g |

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| | |
|---|---|
| 13. Schools with site-based management: | Some |
| 14. Schools with magnet programs: | Some |
| 15. Schools with public school choice: | Some |
| 16. Schools with alternative assessment programs: | Some |

### *Goal 4: Quality Teachers*

| | |
|---|---|
| 1. Total number of teachers: | 2,390,411 |
| 2. Percent of English teachers fully certified: | 96.7% |
| 3. Percent of Math teachers fully certified: | 95.2% |
| 4. Percent of Science teachers fully certified: | 98.1% |
| 5. Percent of teachers who are minority: | 12.2% |
| 6. Average teacher salary: | $33,015 [h] |
| 7. Average class size: | NA |
| 8. Schools with future teacher programs: | Some |
| 9. Schools with teacher or staff in-service training in urban culture or race relations: | Some |

### *Goal 5: Postsecondary Opportunities*

| | |
|---|---|
| 1. Percent of graduates: | |
| -enrolled in postsecondary vocational programs: | 2.1% [i] |
| -enrolled in four-year colleges: | 38.2% [i] |
| -enrolled in two-year colleges: | 19.3% [i] |
| -performing military service: | NA [i] |
| -employed full-time: | NA [i] |
| -undetermined: | 40.4% [i] |
| 2. Schools with higher education awareness programs for middle school students: | Some |
| 3. Schools with voter registration programs: | Some |
| 4. Schools with community service programs: | Some |
| 5. Schools with job training programs for youth: | Some |
| 6. Schools with business collaboratives: | Some |

### *Goal 6: Safe and Caring Environment*

| | |
|---|---|
| 1. Drug/alcohol incidents per 1,000 students: | NA |
| 2. Number of schools with health clinics: | NA |
| 3. Number of student visits to health clinics: | NA |
| 4. Schools with drug education programs: | Some |
| 5. Total amount of deferred maintenance (billions of dollars): | $25.0 [j] |
| 6. Schools with HIV and STD prevention programs: | Some |
| 7. Schools with nutrition education programs: | Some |
| 8. Schools with programs for children of drug-addicted parents: | Some |
| 9. Schools with programs to reduce student suicide and stress: | Some |
| 10. Schools with programs to reduce crime and gangs: | Some |
| 11. Schools with pregnancy prevention programs: | Some |
| 12. Schools with programs for homeless children: | Some |

NOTES:

[a] Total population of the U.S., 1990 Census.

[b] Data from 1988, Office of Civil Rights.

[c] Eligible for services under PL94-142.

[d] Data include sum of local, state and federal revenues [illegible]. Number is not equivalent to an average per pupil expenditure. Source: [illegible]

[e] Data are average rate compared with median rate for the [illegible]

[f] Data represent the expected number of [illegible] number.

[g] Data are percents of students nationally who took the [illegible] each subject. About 1.4% in English, 1.0% [illegible] grade of 3 or higher. Source: The College Board.

[h] Source: NEA.

[i] Source: 1990 Census.

[j] From 1983 data on deferred maintenance needs.

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